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ABSTRACT

Designed to be used in conjunction with the Alberta (Canada) Social Studies Program of Studies, this color coded resource manual provides practical suggestions for teachers. It is organized in five sections. The first section presents the goals and objectives of the program, sample models for problem solving and decision making, and an outline of course content for grades four through six. The second section offers suggestions for planning instruction and includes sample skill development charts and lesson planning sheets. Section three covers strategies and activities, including group work, writing reports, brainstorming, learning centers, role playing, cooperative learning, interviews, field studies, and parent/community involvement. The fourth section deals with evaluation and includes sample checklists, quizzes, and other forms for use in evaluating student comprehension. Section five, the bulk of the document, consists of sample units for each of three topics in grades four through six. An appendix provides a list of regional and urban film centers. (JB)

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GRADES 4-6

Social studies

▶ TEACHER RESOURCE MANUAL ◀

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1989

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STATEMENT OF PURPOSE

This *Teacher Resource Manual* (TRM) is a support document that provides practical suggestions for teachers. The advice and direction offered is suggested except where it duplicates or paraphrases the required contents of the *Social Studies Program of Studies*. In these instances, the content is screened in the same distinctive manner as this notice so that the reader may readily identify all prescriptive statements or segments of the document. The *Teacher Resource Manual* should be used in conjunction with the *Program of Studies*.

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INTRODUCTION TO THE PROGRAM

PROGRAM GOALS

RESPONSIBLE CITIZENSHIP is the ultimate goal of social studies. Basic to this goal is the development of critical thinking. The "responsible citizen" is one who is knowledgeable, purposeful and makes responsible choices. Responsible citizenship includes:

- understanding the role, rights and responsibilities of a citizen in a democratic society and a citizen in the global community
- participating constructively in the democratic process by making rational decisions
- respecting the dignity and worth of self and others.

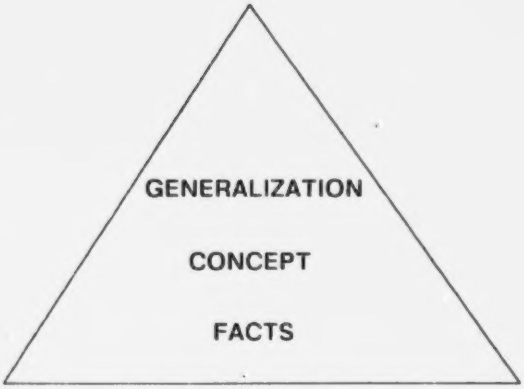
Citizenship education is based on an understanding of history, geography, economics, other social sciences and the humanities as they affect the Canadian community and the world. However, knowledge is changing rapidly. These changes bring into focus the need to provide the knowledge and skills necessary to meet the challenges and keep pace with an ever-changing world. Therefore, emphasis is placed on learning social studies facts, concepts, generalizations and skills that are useful for lifelong learning and responsible citizenship.

PROGRAM OBJECTIVES

Social studies is organized around knowledge, skill and attitude objectives. These objectives should not be addressed separately or sequentially. The achievement of any one objective is directly related to the achievement of another; hence, they should be pursued simultaneously. The responsible citizen uses the knowledge, attitudes and skills acquired in the school, the family and the community.

KNOWLEDGE OBJECTIVES—To be a responsible citizen, one needs to be informed about the past, as well as the present, and to be prepared for the future by drawing on history and the social science disciplines. The knowledge objectives should take into account the history of our community, the growth of democratic society, an understanding of the nature of man, and an understanding of our changing social, political, technological and economic environment.

Knowledge objectives for social studies topics are organized through generalizations, concepts and facts.



Generalization—a rule or principle that shows relationships between two or more concepts (e.g., Nations in the world are becoming increasingly interdependent).

Concept—an idea or meaning represented by a word, term or other symbol that stands for a class or group of things (e.g., Pacific Rim, communication, technology, sharing).

Facts—parts of information that apply to specific situations; for example, specific statements about people, things, events or ideas (e.g., location of China in relation to Canada and other Pacific Rim nations).

The pyramid is based on Jerome Bruner's[1] hierarchy of knowledge, which places emphasis on the higher levels of knowledge.

Knowledge is the information that a person acquires through experiences. However, in a curriculum the knowledge component is commonly made up of generalizations, concepts and facts. Because social studies uses an interdisciplinary approach, the generalizations, concepts and facts are drawn from history, geography, economics and other social sciences. Facts and generalizations can be expressed as statements, but generalizations are nonspecific and have broad applicability.

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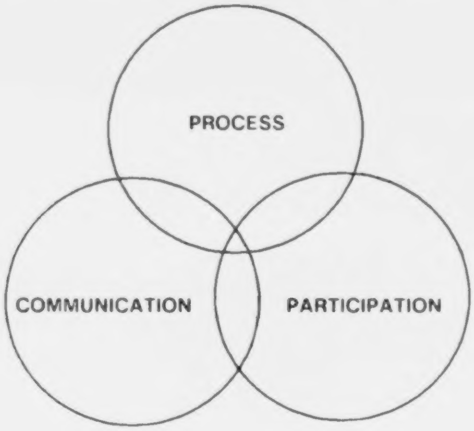
[1] Roberta M. Woolever, Kathryn P. Scott. *Active Learning in Social Studies Promoting Cognitive and Social Growth*. Scott, Foreman and Company, 1988.

SKILL OBJECTIVES—Skills are best taught in the context of use rather than in isolation. While the skill objectives are grouped into categories for organizational purposes, some of the skills may fit into more than one category. There is a wide variety of thinking skills essential to social studies. These skills are not intended to be developed separately or sequentially but are intertwined with the knowledge and attitude components.

The ability to read, listen, view, speak and write effectively and the ability to work with others contributes to the development of citizens who are sensitive to and respect the views of others. The organization of the social studies skills is done for the convenience of explanation (refer to the Skill Development Chart, pages 48–61). This format does not reflect how students learn or how they should be taught. Both the categories of skills and the skills within these groupings are interrelated. It is expected that the teacher will teach them in an integrated fashion so that the interrelationships between and among these skills will be understood and applied by the students.

Skill objectives for social studies are grouped into the following categories:



PROCESS SKILLS—skills that help one acquire and evaluate information and ideas.

Locating/Organizing/Interpreting Information

e.g. – gather information by identifying cause–effect relationships
- record information on graphs comparing the physical geography, resources, occupations, leisure activities, language, customs and/or traditions

Geography/Mapping

e.g. – use latitude and longitude to locate places on globes, wall maps and maps in atlases
- use maps and globes to explain geographic setting of Greece

Analyzing/Synthesizing/Evaluating

e.g. – analyze how changes in technology can affect our use of natural resources
- draw conclusions about the similarities and differences between Alberta and Quebec

COMMUNICATION SKILLS—skills that help one express and present information and ideas.

Communicating Orally/Visually

e.g. – orally present information on a period of Alberta's past

Communicating through Writing

e.g. – summarize information from a variety of sources
- write a report from notes and/or a student– and teacher–generated outline

PARTICIPATION SKILLS—skills that help one interact with others.

e.g. – observe the courtesies of group discussion, such as speaking in turn and using appropriate tone
- cooperate and compromise to solve group problems

ATTITUDE OBJECTIVES—The attitude objectives describe a way of thinking, feeling or acting and are developed through a variety of learning experiences that encompass knowledge and skill objectives. These experiences include participation in specific activities, the development of positive attitudes toward one another, learning in an atmosphere of free and open inquiry, and the development of a feeling of joy and excitement in learning.

The development of the positive attitudes needed for responsible citizenship is a gradual and ongoing process. The attitude objectives for social studies, which students will be encouraged to develop, include:

- positive attitudes about learning
- positive and realistic attitudes about one's self
- attitudes of respect, tolerance and understanding toward individuals, groups and cultures in one's community and in other communities (local, regional, national, global)
- positive attitudes about democracy, including an appreciation of the rights, privileges and responsibilities of citizenship
- an attitude of responsibility toward the environment and community (local, regional, national, global).

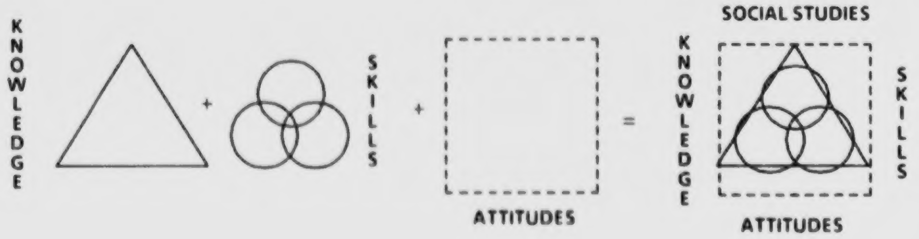
Attitudes

The thoughts or feelings that a person develops from beliefs, values and experiences which influence behaviour or action.

It is important that the attitudes section of the curriculum is not confused with the values section of the 1981 Social Studies Curriculum. In the new program, the value objectives have been organized and grouped in a manner different from that of the previous structure. In order to understand why people act the way they do, one has to examine their underlying reasons for action, including their values. Development of understanding of values (identification, definitions, descriptions) is incorporated in the knowledge objectives, and development of competencies (value analysis, decision making) is incorporated in the skill objectives. The third section, development of attitudes, becomes a part of the attitude objectives of the revised program. The development of attitudes contributes to the development of essential personal characteristics. The list of items contained in "Developing Desirable Personal Characteristics" (*Elementary Program of Studies*) is a compilation of the more important attributes which schools should foster. While schools are expected to develop positive attitudes to prepare students for life, social studies, with its goal of preparing students for responsible citizenship, has a special role in developing constructive attitudes. The attitude objectives are related to the knowledge and skill objectives and are not intended to be developed in isolation. Attitude objectives should be incorporated into the instructional process as a student progresses through the grades. The examples of attitudes and objectives stated in the program of studies will assist teachers in understanding the nature and purpose of attitude objectives. The attitude objectives should receive continuous and informal evaluation. Observation is one of the best ways of assessing student attitudes.

One of the most difficult areas of the curriculum is values. By its very nature, the social studies curriculum includes issues which are often understood from different perspectives. Canadians consider certain values to be essential to the well-being of our society. Such values as honesty, loyalty, responsibility and cooperation are examples of general values on which there is consensus. These values are part of our political and religious heritage. This does not mean that everyone has the same values or interprets them in the same way. Personal values are those values that affect the decision making of individuals in their own lives and society.

The teacher's role is to provide experiences and design activities that use all three components and contribute to the development of responsible citizenship.



The social studies program objectives are prescribed. They must be included in the planning of programs and subsequent classroom instruction. The knowledge, skill and attitude objectives are closely interrelated. Frequently, certain attitudes are a necessary precondition for skill development and knowledge acquisition. The teacher's role is to provide experiences and design activities that utilize all three objectives—knowledge, skills and attitudes. Questions and issues to guide the study of topics may be used to develop all of these objectives. The challenge is to focus on thinking as a central goal through planned instruction.

INQUIRY

Inquiry is a strategy used to seek information about a question, a problem or an issue.

Inquiry strategies help one answer questions, solve problems and make decisions using process, communication and participation skills. Thinking skills are developed by providing students with many experiences using strategies such as problem solving and decision making. The intent is to provide many opportunities within a topic/grade to use problem solving and/or decision making so that the students learn the strategies and then are able to transfer the skills to their own lives. Each topic includes questions that range from those that have an answer based on the available evidence, to those that are issues that need to be resolved. A problem may be defined as any situation for which a solution is desired. An issue may be defined as a matter of interest about which there is significant disagreement. The disagreement can involve matters of fact, meaning or values.

Each topic includes a section "Issues and Questions for Inquiry." This list of issues and questions is not intended to be inclusive. The success of inquiry is enhanced by selecting questions and issues related to the topic that are concrete, relevant, meaningful and of interest to students. Issues and questions can be teacher or student generated.

An example from Topic 6A is given below:

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. **Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies.** Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions:
What are basic human needs? Your needs? How can a government help meet these?
Which of your needs are being met by local government?
How can I be actively involved in local government, as a student and as an adult (e.g., student government in school)?
What current issue is being debated locally? How can our local government resolve it?

Issues:
How well is the local government meeting your needs (e.g., water supply, mosquito control, schools, library, police, fire department, rapid transit, disaster services)?
How much responsibility should local government assume for satisfying the needs of citizens (e.g., recreation facilities, schools, library, police, fire, telephones, transportation)?
Why should we become involved in local government?
Should children have the same rights and responsibilities as adults?
Should Canadians be forced to vote in elections?

Issues and questions may be investigated using different inquiry strategies. Critical and creative thinking may be encouraged by using a variety of inquiry strategies such as the problem-solving and decision-making models outlined below. Inquiry calls for choosing and blending strategies. Sometimes, a step-by-step approach may be best. At other times, creative thinking skills must be applied. The following strategies can be expanded, modified or combined to suit specific topics, disciplinary emphases, resources and student maturity.

What are the problem-solving and decision-making strategies?

Problem Solving	Decision Making
is a strategy of using a variety of skills to determine a solution to a question or problem.	is a strategy of using values and a variety of skills to determine a solution to a problem/issue that involves a choice and that requires a decision for action.
who, why, what, where, when, how	should, how should, to what extent should

In the inquiry strategies, a problem is defined as any situation for which a solution is desired and an issue is defined as a matter of interest about which there is significant disagreement. In a sense, problem solving may be thought of as "knowledge" inquiry, while decision making is "making choices" inquiry. Problem solving involves understanding and explaining the world. Decision making involves considering alternatives and resolving issues. Students are required to select the best course of action in a complex situation.

Examples of questions which can be answered using the problem-solving strategy:
  How have changes and challenges caused Albertans to adjust their lifestyle?
  What are the similarities in Albertans' and Quebecois' lifestyle?

Examples of issues which can be examined using the decision-making strategy:
  Should Canada and China become more or less interdependent?
  Should people make major changes in their physical environment to meet their needs?

In the earlier grades, the use of the inquiry strategies is usually teacher directed. By grade three, students start to take responsibility for keeping track of the steps.

Grade 1-2	Teacher-directed inquiry.
Grade 3-4	Students "start" to take the responsibility for keeping track of the steps.
Grade 5-6	Students can keep track of the steps by using a checklist.

The steps of the problem-solving model and decision-making model are outlined in bold. In the left-hand column below each step appear questions teachers may use to draw out information. The right-hand column identifies the skills students will develop.

A MODEL FOR PROBLEM SOLVING

Questions	Skills
Understand the Question/Problem	
What is the question/problem?	Identify and define the topic(s).
Develop Research Questions and Procedures	
What do we know?	Generate research questions to guide information gathering.
What do we need to find out?	Identify possible sources and location of information.
Where can we find the information?	Identify techniques for research.
Gather, Organize and Interpret Information	
How can we organize the information?	Sort and classify information under main headings or in categories.
What is the information gathered telling me/us?	Use a variety of methods to classify information. Interpret information gathered.
Develop a Conclusion/Solution	
What have we learned?	Combine information to answer a question or solve a problem.
What conclusion(s) can be drawn?	Draw a conclusion(s) based on information gathered.

A MODEL FOR DECISION MAKING

Questions	Skills
Understand the Issue	
What is the issue/problem?	Identify the issue or problem.
Develop Research Questions and Procedures	
What do we know?	Generate research questions to guide information gathering.
What do we need to find out?	Identify possible sources and location of information.
Where can we find the information?	Identify techniques for research.
Gather, Organize and Interpret Information	
How can we organize the information?	Sort and classify information under main headings or in categories.
What is the information gathered telling me/us?	Use a variety of methods to classify information.
	Interpret information gathered.
Think of Alternatives	
What choices do we have?	Identify alternative solutions or decisions.
What are the advantages and disadvantages of each choice?	Identify consequences of each alternative.
	Identify underlying beliefs/values of alternative solutions/decisions.
	Rank alternatives on the basis of strengths and weaknesses.
Make a Choice	
What is my/our choice?	Combine information to solve a problem or make a decision.
Why is this my/our choice?	Choose from the alternatives based on information gathered.
What is the reason(s) for my/our choice?	Give reasons for choice.
Take Action (if feasible and desirable)	
What can we do? Do it.	Propose a plan of action.
Was that a good thing to do? Why or why not?	Evaluate the appropriateness of the action.
Was this a good way to answer our problem? Why or why not?	Review and evaluate the decision-making process.

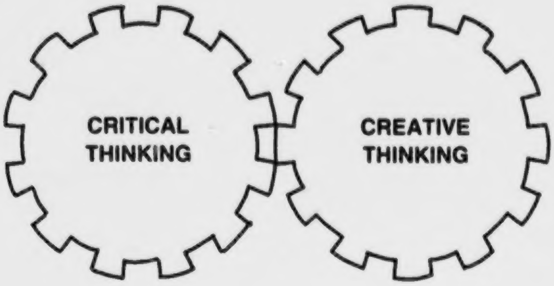
CRITICAL AND CREATIVE THINKING

Teachers may use different strategies to promote critical and creative thinking. In social studies, critical and creative thinking are promoted through problem solving and decision making. For the purposes of this curriculum, critical and creative thinking are defined as:

Critical Thinking	Creative Thinking
The process of determining the authenticity, accuracy and worth of information or knowledge claims. It consists of a number of strategies each of which to some degree combines analysis and evaluation.	The process of producing novel and insightful approaches and ideas.

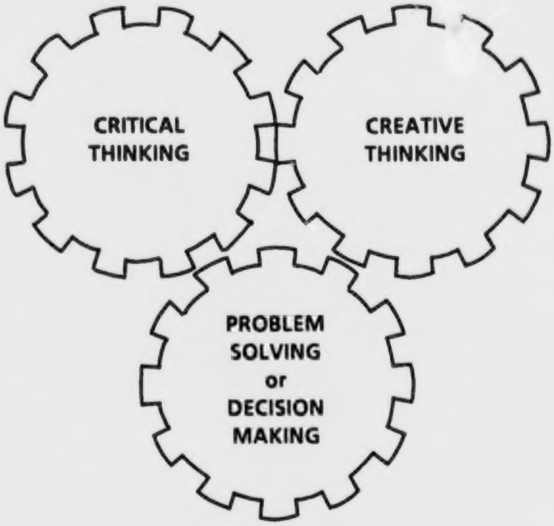
Critical thinking is a process of analyzing and evaluating claims, conclusions, definitions, evidence, beliefs and actions. This thinking strategy involves the use of criteria to make a judgment about the past, present and future. It is not a single activity or skill. It may be involved in, but is not synonomous with, problem solving, decision making or Bloom's Taxonomy. What distinguishes critical thinking from other thinking strategies is the purpose to which it is put: to evaluate the importance of an idea.

Creative thinking emphasizes divergent thinking and the production of new and original ideas. Despite the subjective nature of creative thinking, it is important for producing new knowledge, innovations and artistic expressions.


CRITICAL THINKING
CREATIVE THINKING

Critical and creative thinking are not mutually exclusive; rather, they are complementary.

When students engage in problem solving or decision making, they are involved in critical and creative thinking.


CRITICAL THINKING
CREATIVE THINKING
PROBLEM SOLVING or DECISION MAKING

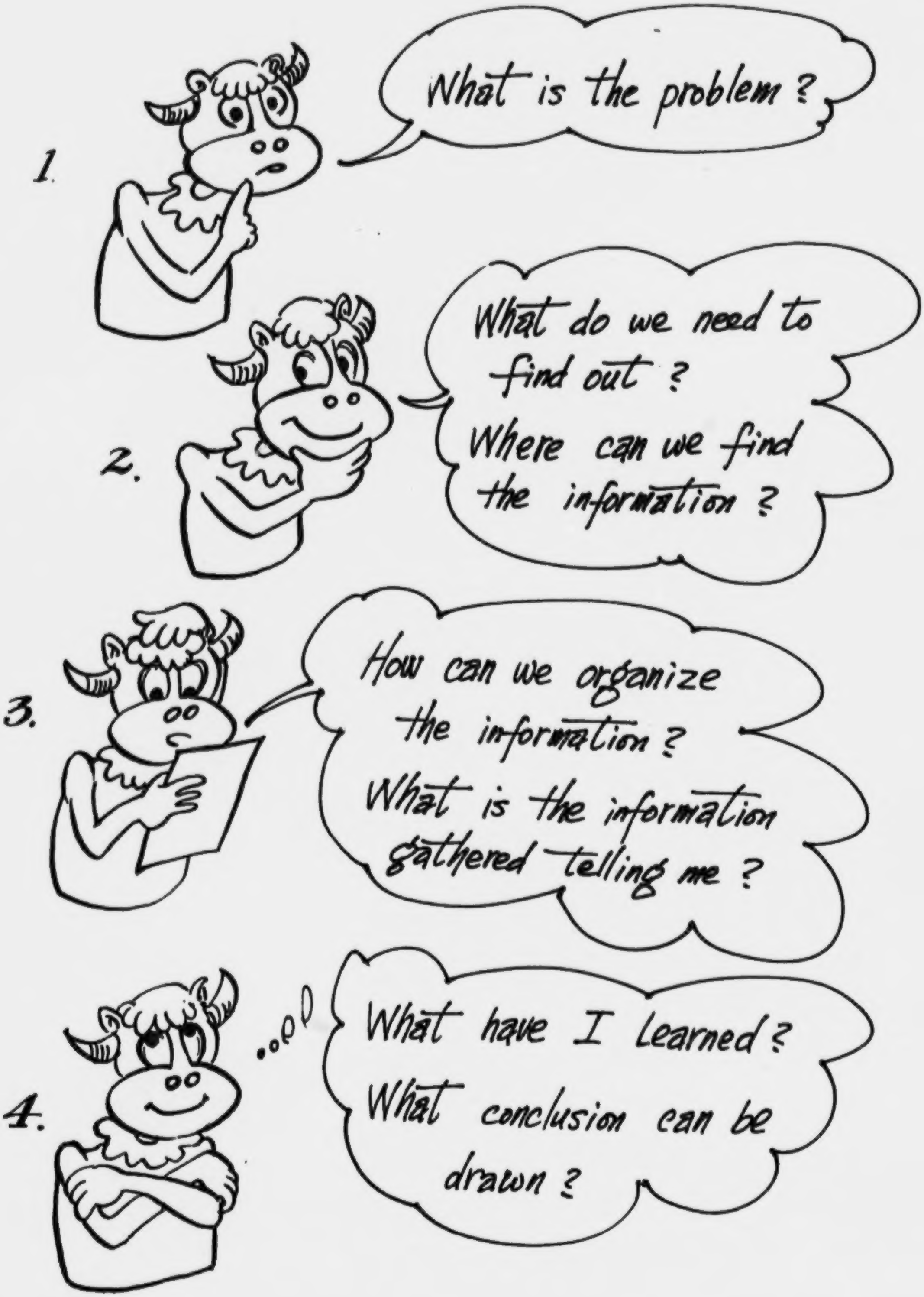
To ensure that critical and creative thinking occur, issues and questions must be addressed using appropriate inquiry strategies.

SAMPLE MODELS FOR PROBLEM SOLVING AND DECISION MAKING

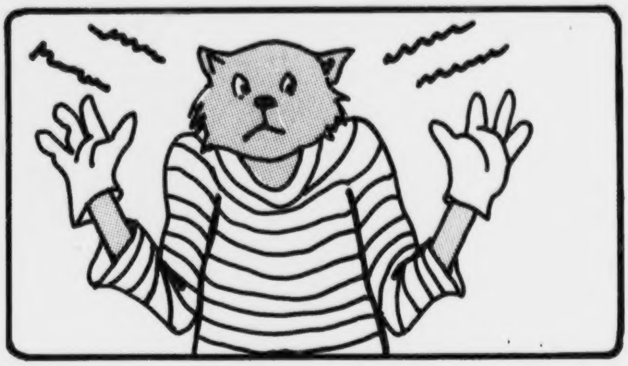
Several models for students to chart their decisions are provided on the following pages. Modify the models to accommodate the needs of your students and topic of study. The models may be completed by individual students, partners or groups. These may also be made into wall charts for reference throughout a unit of study. Some teachers use the models during the school year for resolving class and playground problems.

Model 1

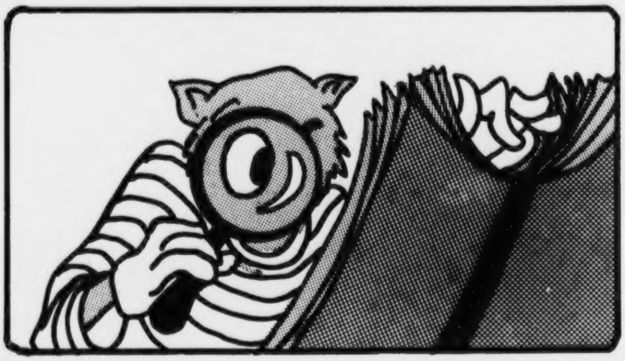
PROBLEM-SOLVING MODEL


1.
What is the problem?
2.
What do we need to find out?
Where can we find the information?
3.
How can we organize the information?
What is the information gathered telling me?
4.
What have I learned?
What conclusion can be drawn?

PROBLEM SOLVING

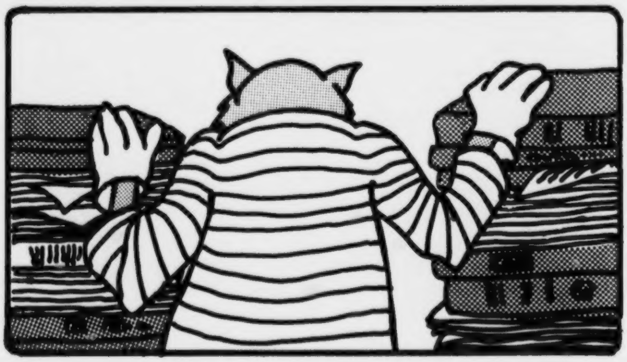


What is the problem?

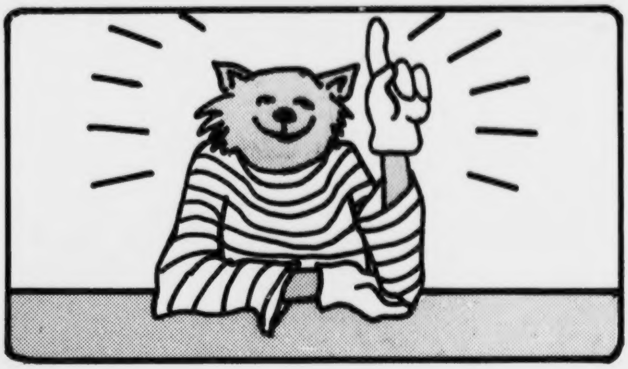


What do we need to find out?

Where can we find the information?



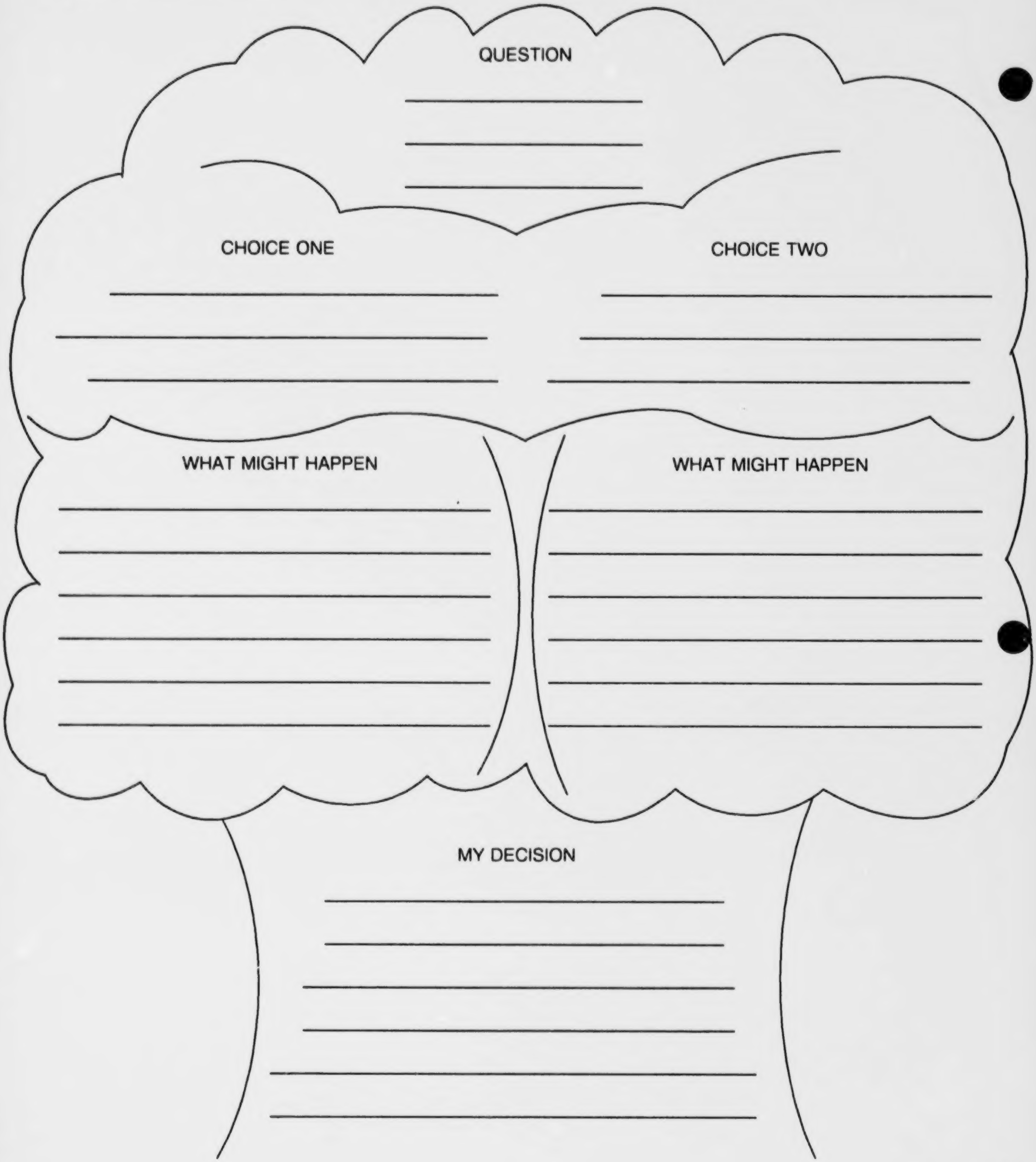
How can we organize information?



What have we learned?

21

Model 3: Decision Tree



QUESTION

CHOICE ONE

CHOICE TWO

WHAT MIGHT HAPPEN

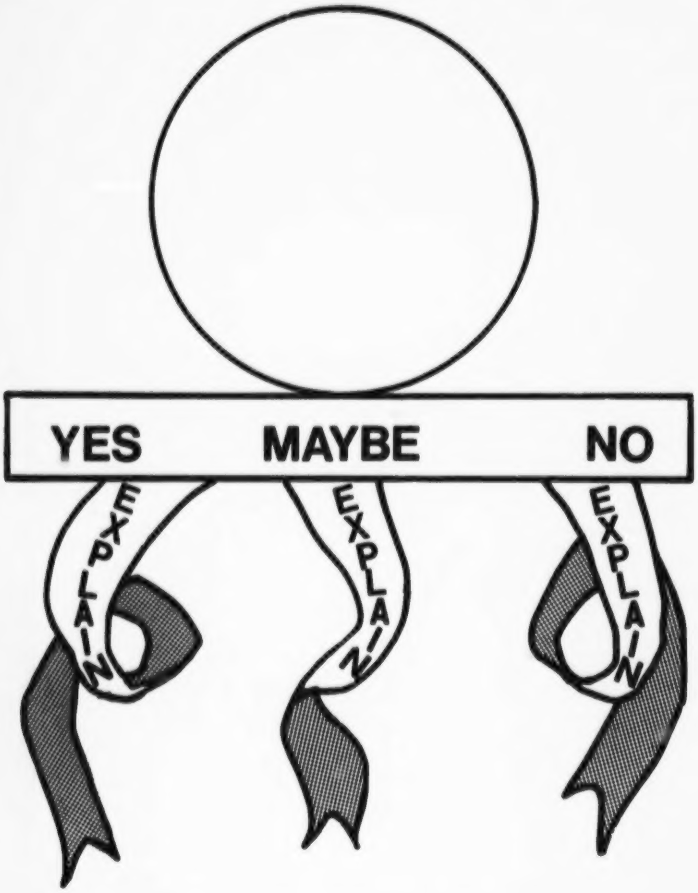
WHAT MIGHT HAPPEN

MY DECISION

Model 4: Decision Circle

ISSUE

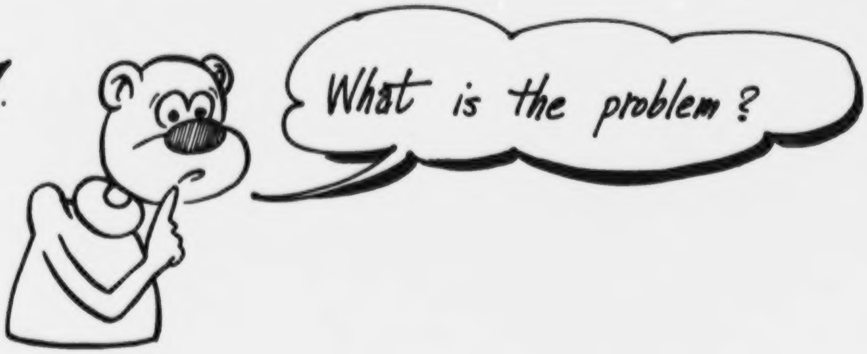
Circle


YES
MAYBE
NO
EXPLAIN
EXPLAIN
EXPLAIN

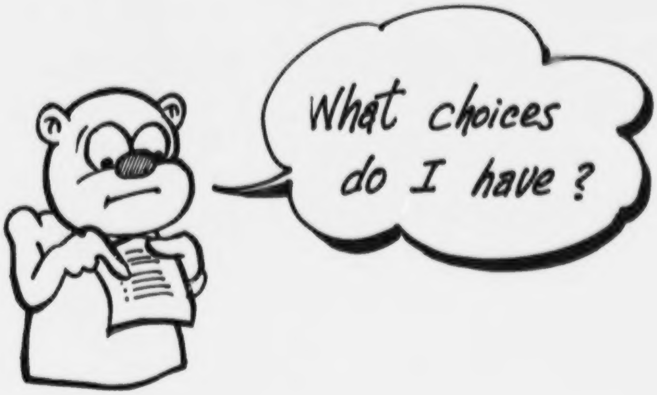
Model 5

DECISION-MAKING MODEL

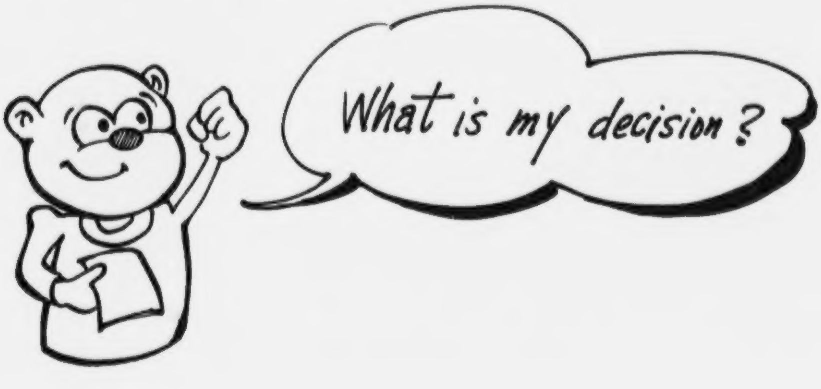
1.


What is the problem?

2.


What choices do I have?

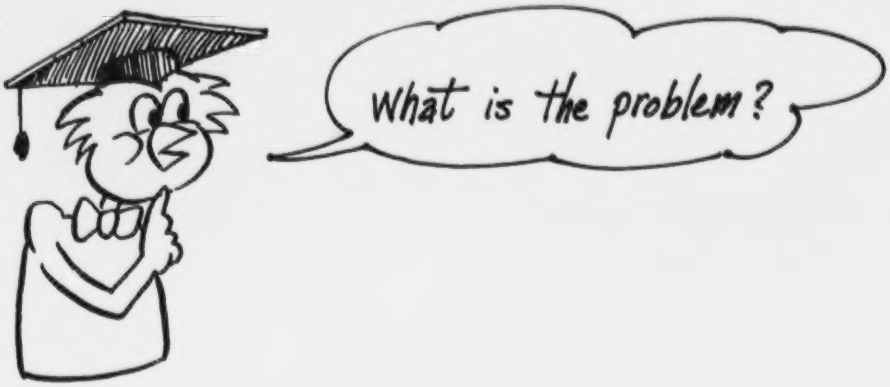
3.


What is my decision?

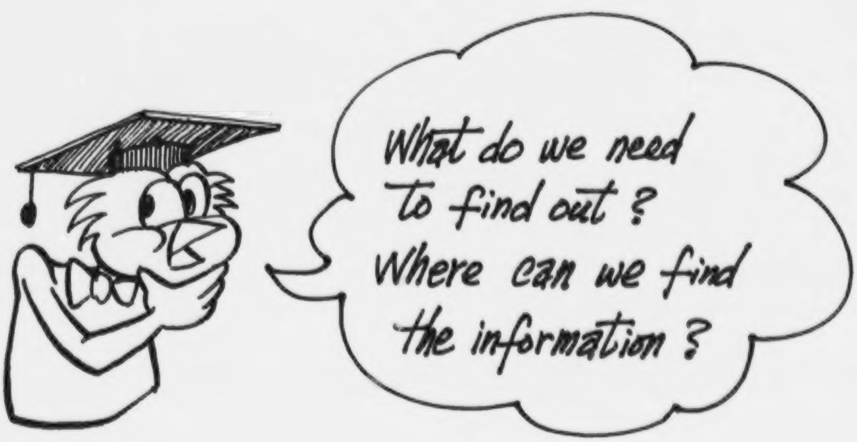
Model 6

DECISION-MAKING MODEL

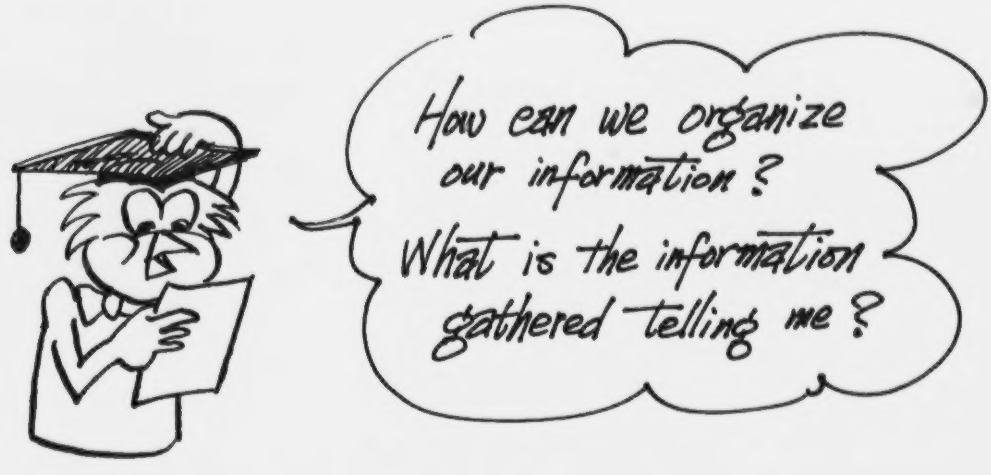
1.


What is the problem?

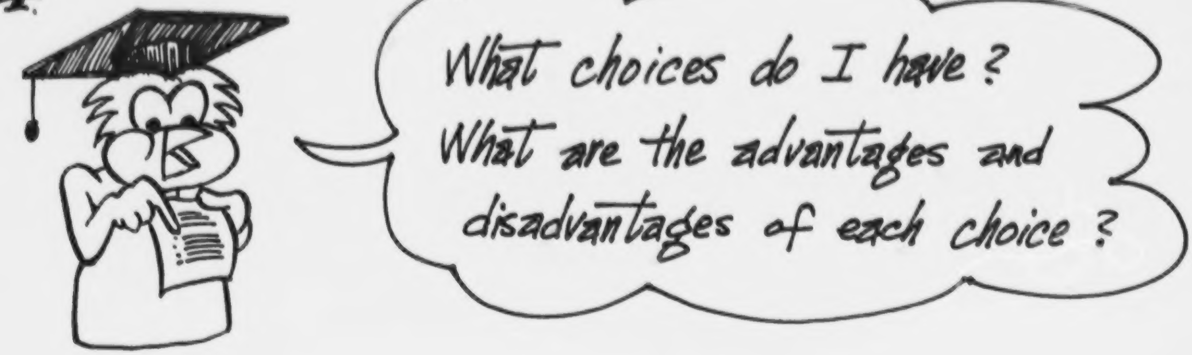
2.


What do we need to find out? Where can we find the information?

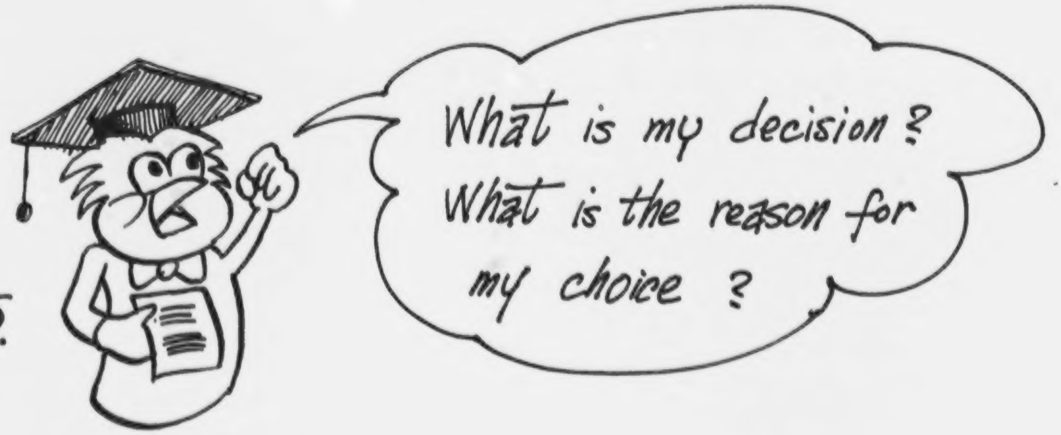
3.


How can we organize our information? What is the information gathered telling me?

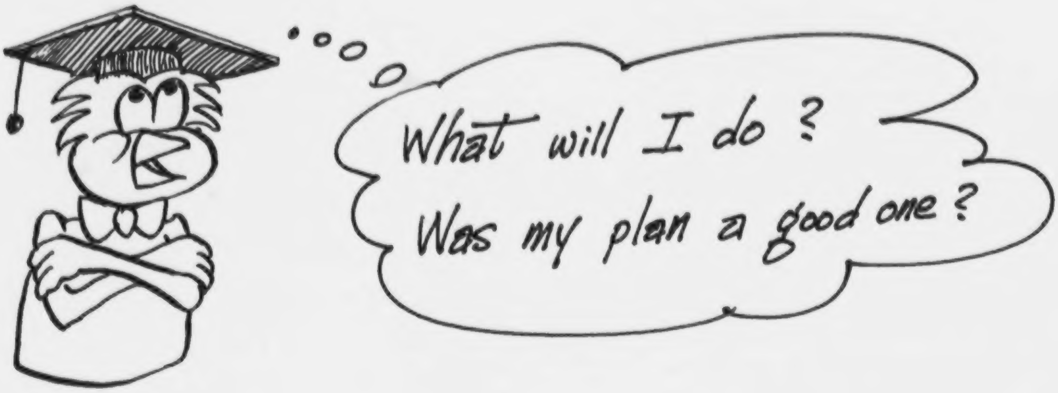
4.


What choices do I have? What are the advantages and disadvantages of each choice?

5.


What is my decision? What is the reason for my choice?

6.


What will I do? Was my plan a good one?

Model 7

Question:

Choice 1

Choice 2

PLUS	MINUS	PLUS	MINUS

MY/OUR DECISION

Model 8

QUESTION

____

PLUS	MINUS	INTERESTING INFORMATION

What do I/we think? Why?

____

____

____

____

____

____

____

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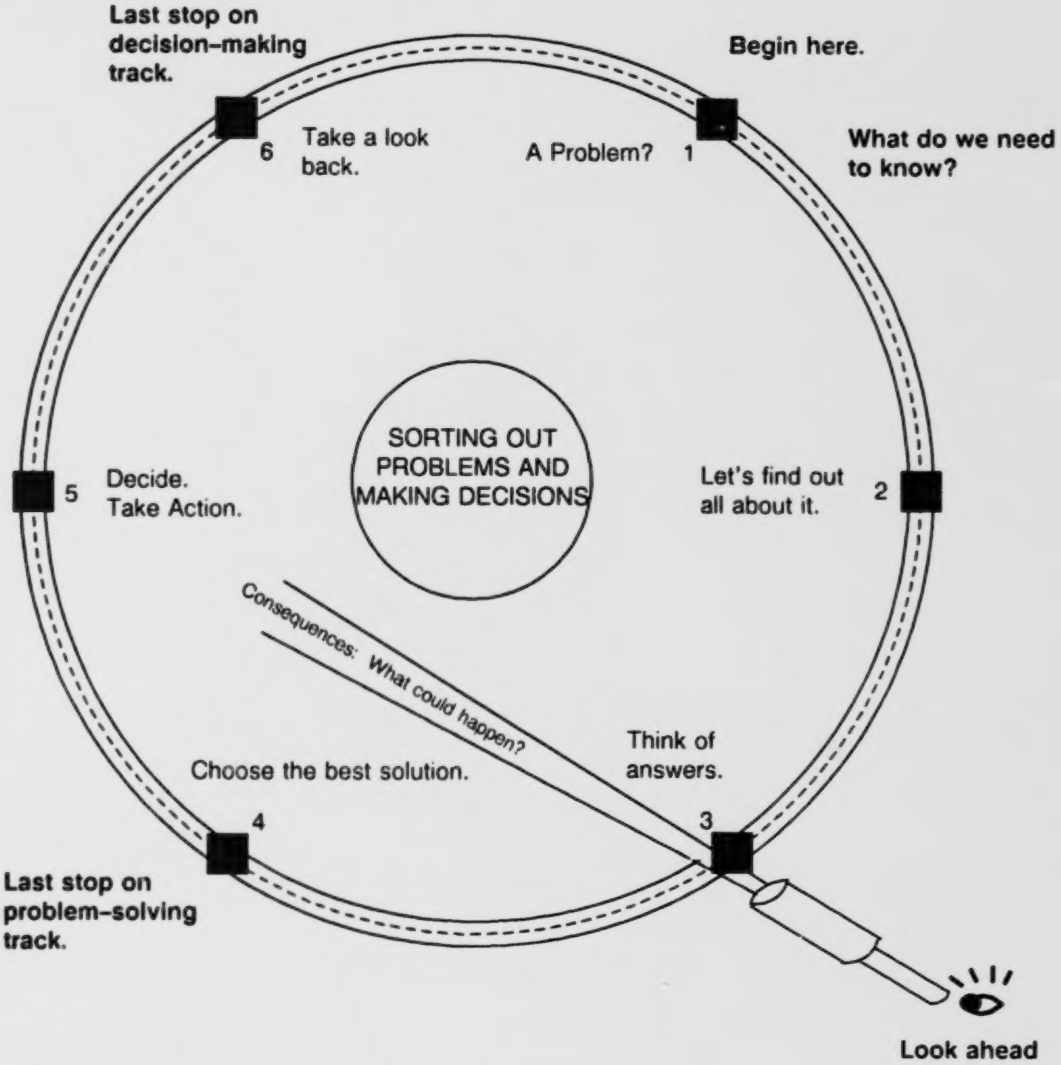
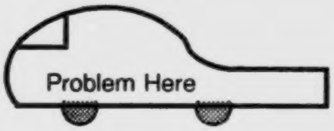
Model 9

PROBLEM-SOLVING AND DECISION-MAKING CIRCUITS

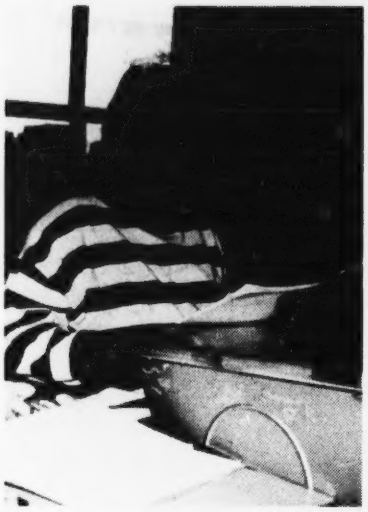

Last stop on decision-making track.
Begin here.
6
Take a look back.
A Problem?
1
What do we need to know?
SORTING OUT PROBLEMS AND MAKING DECISIONS
5
Decide. Take Action.
Let's find out all about it.
2
Consequences: What could happen?
Think of answers.
Choose the best solution.
4
3
Last stop on problem-solving track.
Look ahead


Problem Here

Problemobile

Note: Leave the problemobile parked by each station. As you move through a problem or decision process, have students move it along. They could have their own copies to draw on.

CONTENT



Topics of Study

The elementary curriculum focuses on the child and his or her family, school and community and then goes beyond self to an exploration of other families and communities. Within each topic, the geographic setting is to be used to develop and maintain geographic skills.

Grade 1	Me and Others
Topic A:	My School
Topic B:	My Family
Topic C:	Other Canadian Families
Grade 2	People Today
Topic A:	People Nearby
Topic B:	People in Canada
Topic C:	People in the World
Grade 3	Communities
Topic A:	My Community in the Past, Present and Future
Topic B:	Communities Need Each other
Topic C:	Special Communities
Grade 4	Alberta
Topic A:	Alberta: Its Geography and People
Topic B:	Alberta: Its People in History
Topic C:	Alberta: A Comparative Study with Quebec
Grade 5	Canada
Topic A:	Canada: Its Geography and People
Topic B:	Early Canada: Exploration and Settlement
Topic C:	Canada's Links With Other Countries
Grade 6	Meeting Needs
Topic A:	Local Government
Topic B:	Greece: An Ancient Civilization
Topic C:	China: A Pacific Rim Nation
Grade 7	People and Their Culture
Topic A:	Culture
Topic B:	Cultural Transition: A Case Study of Japan
Topic C:	Canada: A Bilingual and Multicultural Country

History

Young students have difficulty dealing with **history** for they have little understanding of historical time and place. But they can develop an interest in and appreciation of history by reliving it through the study of people. This can be achieved by gathering information from reference materials on people and related significant events. Children's literature, especially accounts (factual or fictional) of children and their families who lived in the past, can be used to initiate interest or reinforce learning. This can offer insights into the past in a way children enjoy. The introduction to history in the elementary grades should create interest in and enthusiasm for future research. A political, chronological history will be presented to the students at the secondary level.

Current Affairs

The study of current affairs adds considerably to the relevance, interest and immediacy of the Social Studies Program. Current affairs will be handled as inclusions in and extensions of curricular objectives, not as separate topics isolated from the program. This does not preclude examination of events or issues of significant local, national or international importance, provided that a balanced approach that encourages the goals of responsible citizenship is employed, and the prescribed objectives of the course are met.

The primary purpose of introducing students to **current affairs** is to stimulate interest in their community, country and the world. In addition to becoming more informed citizens, students will also be developing a habit of paying attention to news items.

The following activities/strategies may be used to promote the study of current affairs:

1. Select articles from the local newspapers that are related to the topic of study or are of interest to students.
   Examples of topics teachers may consider:
   Grade Four
      How natural resources are used in Alberta
      How the use of natural resources can affect the environment
      How technology affects use of natural resources
      Misuse of natural resources
      Conservation of natural resources
      Famous Albertans
      Leisure activities in Quebec
      Lifestyle of the Quebecois
      Minority language issues

   Grade Five
      How Canadians use land and natural resources
      How environment affects the lifestyle of Canadians
      How Canadians are altering their environment
      Links between Canada and United States, England and France; e.g., sports, media, tourism, fine arts, environmental issues

   Grade Six
      Activities of and problems faced by the local governments
      Local issues of concern to the local government
      Current happenings in China
      Problems faced by the Chinese
      Importance and influence of the Pacific Rim
      Countries/places where needs are not met

2. Articles may be rewritten on chart paper using the language of the student. Accompanying pictures may be added. These can be used as a springboard to discussions and the examination of problems.

3. Tape record articles in the language of the learner. This could become part of a learning centre. Questions could be posted regarding current affairs. Students could write out, discuss with a partner or tape record their answers.

4. Make a classroom scrapbook of news items collected by the teacher and students. This could be an ongoing activity for the year.

5. Student summaries of news items can be made into a big book.

6. Set up a news centre in your classroom where students locate and cut out items about a designated topic (e.g., local election, the Olympics).

7. Use a world map in the centre of a bulletin board. Arrange news items brought in by students around the map. Connect each item to the relevant location with yarn.

8. Keep a chart or big book containing new words or phrases found in news items.

9. Have designated students bring in a news article, picture or item to discuss and/or display.

10. Have students illustrate a news item.

11. Discuss with and encourage the editors of the local newspapers to include a children's section that contains local news stories written at the intermediate reading level.

12. Have students make their own newspaper.

13. Have students broadcast a radio or television program. They can present a story based on facts e.g., using an interview. This can be videotaped.

14. Using a newspaper, have students find headlines that relate to the topic of study; e.g., government.

15. Have students highlight key words or points in a newspaper article before sharing it orally with the class.

16. Use a computer software program to produce a newspaper.

Implementation Plans

The objectives identified for each topic are mandatory. In addition to the identified topics, teachers are encouraged to spend time on topics of interest to students which meet the goals of the program. These topics and issues can be selected in consultation with parents and community groups. The choice of topics and issues will depend upon the developmental level of the students and upon the current concerns at local, provincial, national and international levels. All activities should further the citizenship intent of the entire curriculum.

PLANNING FOR INSTRUCTION

When planning for instruction many of the criteria identified in this section may be considered. The key consideration at all times is the **needs of the learner**. The expected learnings must be consistent with the social and intellectual maturity of the students. Learner goals must be realistic so the students have many opportunities to experience success.

Most students should be involved in activities that are concrete. This does not mean they are not able to deal with abstract concepts but that such concepts must be presented in concrete meaningful ways. The knowledge must be presented through classroom activities that are related to the students' experiences. The activities should provide the students with opportunities to use pictures, maps and audio–visual materials as well as written materials as main sources of information.

The "special needs" populations that are frequently found in regular classrooms are the learning disabled and the gifted.

The diverse needs may be met through a variety of activities, such as:

1. learning through use of more concrete examples and with the use of audio–visual aids and media.
2. exploring the required concepts in a greater degree of complexity or at a higher level of abstraction.
3. learning through more highly structured teaching procedures.
4. learning through open–ended activities.
5. investigating alternative topics and relevant issues.
6. undertaking more or fewer cognitively demanding assignments or modifying time requirements.
7. mastering concepts and skills through additional practice in varied situations.
8. coaching other students in peer or cross–age tutoring.
9. expressing themselves in various modes of communication (art, music, drama, film).

DEVELOPMENTAL FRAMEWORK

How students think, feel and grow affects how they learn. A clear understanding of students' cognitive, social and physical development helps teachers choose appropriate activities and teaching methods to meet and extend student development. The developmental framework is not intended to be used to label students or to lower teachers' expectations of their pupils. Rather, it enables teachers to facilitate and encourage higher levels of cognitive, social and physical functioning in pupils.

THE COGNITIVE DOMAIN

Research indicates that students in grades four to six will be operating, according to a Piagetian framework, at the concrete operational stage of cognitive development.

At the **concrete operational** level, students think logically about things and events, but usually in the context of their immediate experience. Still tied to the concrete, they have little access to abstract principles from the past. They are able to coordinate two aspects of a problem at the same time, and can mentally reverse actions or operations. For example, they can build classification systems and then break them down into subgroups. However, they have difficulty in projecting trends or forming hypotheses; these abilities develop with formal operational reasoning.

In the classroom, this means that these students respond well to concrete, physical objects or experiences that show what a concept "looks, feels, hears, smells or tastes like." The context of what is taught must be immediate, personal and concrete. The use of stories to illustrate or introduce concepts is helpful at this stage. Instruction that provides children with familiar, concrete situations can help them to see other people's motives and overcome their egocentric perspective. Questioning techniques that are sensitive to their cognitive level, yet challenge them to think at the concrete operational level, are encouraged. Introducing subjects by finding out what the students already know is developmentally appropriate.

The cognitive domain has been highlighted here because of its importance in choosing academic tasks for your pupils. A more complete explanation of the developmental framework is available in the Alberta Education documents, ***Students' Thinking, Developmental Framework:*** ***Cognitive Domain*** *(1987),* ***Students' Interactions, Developmental Framework:*** ***The Social Sphere*** *(1988) and* ***The Physical Dimension*** (1988). These documents are available through the Learning Resources Distributing Centre, 12360–142 Street, Edmonton, Alberta T5L 4X9.

All Elementary Social Studies curriculum guides and teacher resource manuals are developed with this developmental framework in mind, to ensure that the curriculum meets and extends student development through the various stages. However, teachers are encouraged to generate their own developmentally appropriate activities and teaching methodologies.

LEARNING STYLES

MODALITIES

WHAT ARE LEARNING STYLES?

Learning styles are, simply, a student's preferred way of learning. This preference largely determines the kind of information students are able to acquire as well as how they can most efficiently process it.

Research on learning styles is based upon the premise that each human being's unique way of learning may change in response to environmental stimuli. This research focuses on understanding how the student perceives and processes information providing a basis for examining and selecting the most appropriate strategies for teaching particular concepts. The role of the teacher is to understand how the student develops and learns and to facilitate the learning process by providing opportunities for a variety of experiences within any given lesson.

Often the term "learning style" is confused with "cognitive style," which is a component of learning style. According to Dunn,[1] learning styles are the ways in which learners respond to the environmental, sociological and physical stimuli around them; cognitive styles are the ways the learner processes information. Keefe[2] defines learning styles as "...cognitive, affective and physiological learning preferences that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment." No longer should we assume that perception and thinking skills are automatic functions. Instead, teachers need to focus on the individual student, to teach the student to learn how to learn, to think, to use the mind. To begin to do that, teachers can employ the concept of modalities, to determine each learner's perceiving and processing patterns. Research has identified some 22 modalities. However, for practical purposes the teacher can focus on the auditory, visual, tactile, kinesthetic and olfactory modalities, which are easily accommodated within classroom instruction.

HOW CAN LEARNING STYLES BE ACCOMMODATED?

To provide opportunities for student success by recognizing individuality in the learner's perceiving and processing functions, it is necessary to include stylistic concepts in our teaching methods. This can be achieved through deliberate:

- planning for instruction
- organizing for instruction
- selecting strategies for instruction
- assigning student practice.

Suggestions for accommodating student learning styles are given in the chart on the following page as a series of diagnostic questions the teacher can ask him or herself when planning lessons or units of instruction.

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[1] Rita Dunn and Kenneth Dunn. *Teaching Students Through Their Individual Learning Styles: A Practical Approach.* Reston Publishing Company, 1978.

[2] J.W. Keefe. "Learning Style: An Overview in Student Learning Styles, Diagnosing and Prescribing Programs." NASSP, 1979.

ACCOMMODATING STUDENT LEARNING STYLES

PLANNING FOR INSTRUCTION	ORGANIZING FOR INSTRUCTION	STRATEGIES FOR INSTRUCTION	ASSIGNMENTS AFTER INSTRUCTION
1. Have I established a clear set of desired outcomes for my lesson/unit? 2. How will I share these with the students? 3. Have I selected appropriate learning activities? How will these activities achieve my desired outcome? 4. Have I accommodated student modalities (auditory, visual, tactile, kinesthetic)? 5. Have I provided students with: – a reason why (purpose) – knowledge (facts, details) – practice (guided, independent) – opportunity to apply learning in a new setting (transfer)? 6. What techniques will I use—lecture, film, overhead, VTR, field study, simulation, listening centres, puppets, dramatization, etc.? 7. Do I occasionally use a learning-style model such as Dunn, McCarthy, Butler/Gregor, Jung) as a basis for planning a lesson/unit?	1. Have I created a positive learning environment (e.g., discovery learning corner with manipulatives, quiet corner, couch, magazine rack, music, plants, seating arrangement, computer centre)? 2. Do students have opportunity for movement: – how much – what kind – for what purpose? 3. Do students have the option of: – group work – working alone – working with a peer – working near me? 4. Does the timetable allow for shorter and longer blocks of time during the day? 5. Do I have established routines that never change? 6. Do I brainstorm for ideas with colleagues? 7. Am I aware of and comfortable with my teaching style? 8. Am I willing to be flexible in my teaching style?	1. How will I present the material so it will be most effective, easily learned and reach my desired outcome in ways that accommodate learner differences and enhance thinking? 2. Have I used effective strategies, such as: – cooperative learning – inductive thinking (concept formation, concept attainment) – concept mapping/mind mapping – brainstorming – guided visualization – memory model – group analysis – team learning?	1. Have I created assignments that provide students with choices? 2. Do assignments accommodate modality concepts: auditory, visual, tactile, kinesthetic? 3. Do assignments provide for global/analytic learners? 4. Do assignments reflect the need for structure? 5. Do I make provisions for students who can work independently? 6. Do I make provisions for students who are dependent upon others throughout the assignment?

YEARLY, UNIT AND LESSON PLANNING

YEARLY PLANNING

The yearly plan is a general outline for the school year that will help the teacher keep the right focus when planning units. Yearly planning is essential to ensure that mandatory objectives in the *Program of Studies* are covered and that the needs of the students are met. When planning the yearly program, topics of study, objectives, learning resources, evaluation and time allocation must be considered.

Approximately 80% of the recommended time should be spent on the mandatory components of the curriculum. These consist of three topics and their objectives as outlined in the *Program of Studies*. In other words, 10 to 11 weeks should be spent on each of Topics A, B and C. The use of recommended times in the yearly plan helps to ensure that all three topics are given equitable coverage. Planning using recommended times can alleviate the problem of spending too much time on one topic at the expense of another. Because many of the concepts and skills in the topics are developmentally sequenced, it is recommended that they be taught in the order suggested. At times, the sequence of topics may be changed to accommodate local needs. Knowledge, skill and attitude objectives should not be treated in isolation; they are dependent on one another and should be treated as such.

In addition to the identified topics, teachers are encouraged to spend time on topics that reflect the interests of students as well as meet the goals of the program. Topics and issues may be selected in consultation with parents and community groups. The choice of topics and issues will depend upon the developmental level of the students, and upon current concerns at local, provincial, national and international levels. This component may be used to extend one or more of the topics.

The following pages show examples of yearly plans.

Sample 1: Yearly Plan

Component	Topic	Approximate Time Allocation
Mandatory	4A: Alberta: Its Geography and People	11 weeks
Mandatory	4B: Alberta: Its People in History	11 weeks
Extension	Extend 4B by looking at the lives of Albertans during the Great Depression and W.W. II	3 weeks
Mandatory	4C: Alberta: A Comparative Study with Quebec	11 weeks
Extension	Extend 4C by looking at two of Quebec's major cities — Quebec and Montreal	2 weeks

Component	Topic	Approximate Time Allocation
Mandatory	5A: Canada: Its Geography and People	11 weeks
Extension	Extend 5A by looking at several contemporary examples of how geography affects certain events such as the Olympic Torch Relay.	2 weeks
Mandatory	5B: Early Canada	12 weeks
Mandatory	5C: Canada's Interaction With Other Countries	10 weeks
Extension	Extend 5C by discussing two contemporary links between Canada and United States.	3 weeks

Sample 2: Yearly Plan

TIME	UNITS	RESOURCES
Sept., Oct., Nov.— 11 weeks	Topic 4A: Alberta: Its Geography and People	Alberta Geography Series Kit Alberta Wall Map *How Should Albertans Use Their Natural Resources?* Teaching Unit
Nov., Dec., Jan., Feb.,— 11 weeks	Topic 4B: Alberta: Its People in History	*Albertans: Past, Present, Future* *Alberta's Metis: People of the Western Prairie*
Feb.	Extend Topic 4B: Great Depression and W.W. II	*Annette's People: The Metis* *Beaver, Beads and Pemmican*

Sample 3: Yearly Plan

TOPIC	TIME	RESOURCES
Topic 4A: Alberta: Its Geography and People	Sept. 6–Nov. 21	Alberta Geography Series Kit Nelson Atlas of Canada
Topic 4B: Alberta: Its People in History	Nov. 21–Feb. 14	*Albertans: Past, Present, Future* *People of the Buffalo*
Extend Topic 4B: Great Depression and W.W. II	Feb. 14–Feb. 28	*Beaver, Beads and Pemmican*

Sample 4: Yearly Plan

Social Studies Grade 4

EXTENSION

Extend 4B
Look at the lives of Albertans during Great Depression & W.W. II

Time allocation – 3 weeks (Feb.)

TOPIC A

Alberta: Its Geography and People
Focus on geography of Alberta; the regions and natural resources.
1. Impact environment has on people.
2. Impact people have on their environment.

Time allocation – 11 weeks (Sept., Oct., Nov.)

EXTENSION

Extend 4C
Look at Quebec's cities.
1. Quebec
2. Montreal

Time allocation – 2 weeks (June)

TOPIC C

Alberta: A Comparative Study with Quebec
Focus on similarities and differences between Alberta and Quebec.
1. Geography
2. Resources
3. Occupations
4. Leisure activities
5. Language
6. Customs

Time allocation – 11 weeks (March, Apr., May, June)

TOPIC B

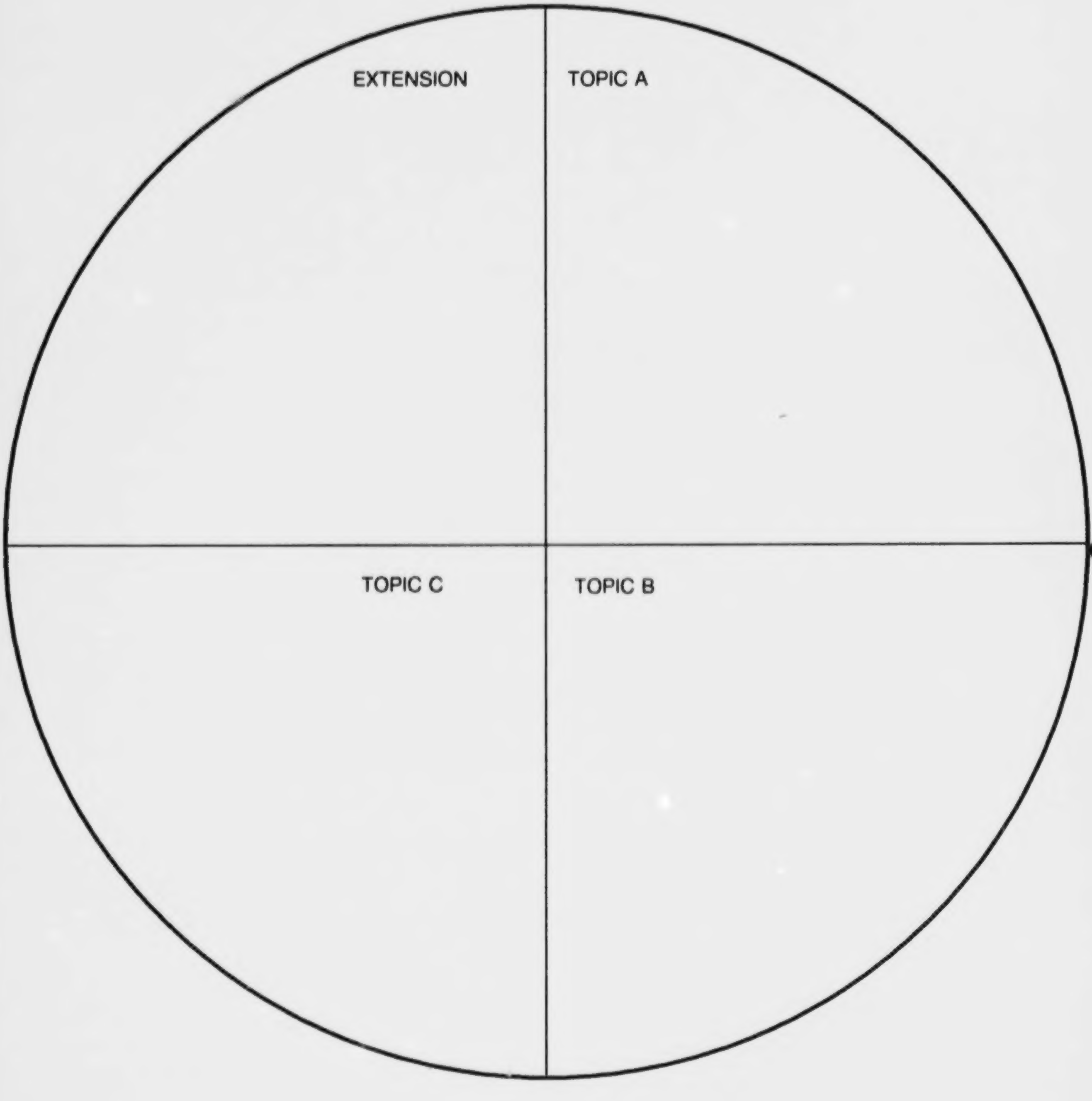
Alberta: Its People in History
Focus on people who have contributed to Alberta's history and development.
1. Native community
2. Fur trading settlement
3. Homestead settlement

Time allocation – 11 weeks (Nov., Dec., Jan., Feb.)

Note –The three topics can be completed in approximately 80% of the time. Twenty percent of the time can be used for extension of enrichment.

The blank wheel on the next page could be photocopied and used to plan resources, activities, evaluation, etc., for each of the topics.

YEARLY PLAN ____________________


EXTENSION
TOPIC A
TOPIC C
TOPIC B

Sample 5: Yearly Plan

Social Studies Grade 4

MONTH	UNITS	RESOURCES
September	Topic 4A Alberta: Its Geography and People (11 weeks) Focus on environment's impact on man and man's impact on environment.	Alberta Geography Series – Kit Alberta Wall Map
October	Alberta's natural resources	*How Should Albertans Use Their Natural Resources? Unit*
November	Conservation Topic 4B: Alberta: Its People in History Native Community (11 weeks)	*People of the Buffalo*
December	Fur Trading Settlement	*Beaver, Beads and Pemmican*
January	Homestead Settlement	*Albertans: Past, Present, Future*
February	Extend 4B Great Depression and W.W. II. Look at lives of Albertans (4 weeks)	*Albertans: Past, Present, Future*
March	Topic 4C: Alberta: A Comparative Study with Quebec (11 weeks) 1. Geography 2. Resources	
April	3. Occupations 4. Leisure activities	
May	5. Language 6. Customs	
June	Extend 4C Montreal and Quebec City (4 weeks) 1. Montreal 2. Quebec City	*Hello Edmonton* *Hello Calgary* *Hello Quebec* *Hello Montreal*

YEARLY PLAN ______________________

MONTH	UNITS	RESOURCES

UNIT PLANNING

A unit plan is a detailed plan for teaching a topic. Sample units have been provided for each topic. These sample units exemplify one approach to teaching a topic. Teachers are encouraged to develop their own units or to adapt the suggested units to meet the needs of their students and/or to take advantage of learning opportunities in their community.

A unit plan is very important in that it gives the teacher a way to:

- monitor goals and objectives
- maintain a purpose
- organize activities
- plan evaluation.

A unit plan may contain the following:

1. Topic Objectives
2. Inquiry
3. Methodology and Learning Activities
4. Learning Resources
5. Evaluation
6. Time Allocation
7. Integration of Other Subject Areas (Optional)

1. Topic Objectives

The knowledge, skill and attitude objectives for each topic are identified in the *Social Studies Program of Studies*. They are also reproduced at the beginning of each sample unit in this document. The teacher must ensure that the objectives for each topic are met. It is therefore the responsibility of the teacher to determine how this will be done as he or she is planning for the unit.

2. Inquiry

Another decision a teacher must make in constructing a unit plan is the role that inquiry will play in the program. There are several ways to use inquiry in the topics. It is important to remember that the success of inquiry is enhanced by selecting questions and issues related to the topic that are concrete, relevant, meaningful and of interest to students. Issues and questions can be teacher or student generated.

Inquiry can be addressed in two ways:

a) A unit can be developed by incorporating several inquiries within a topic. Each topic includes a section, "Questions and Issues for Inquiry," from which questions and issues can be selected for research. These questions and issues may be modified and changed or others may be generated.

b) Inquiry can serve as the basis of the unit. In this case there is one major question, problem or issue with which the students deal.

3. Methodology and Learning Activities

The teacher decides how the objectives for a topic will be developed. The "Strategies and Activities" section provides a variety of ideas from which to choose. The teacher should consider how a topic or lesson will be introduced, how it will be developed and how learning will be reinforced. When selecting activities to develop the objectives, keep in mind the cognitive development, learning styles, interests and needs of the students.

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4. **Learning Resources**
School rooms should be adequately equipped with globes, maps and atlases. Learning resources identified for specific grades and topics are located in the section entitled "Learning Resources." The school library is a further source of reference materials.

5. **Evaluation**
Evaluation is another concern of the teacher who is making a unit plan. The teacher must decide what will be evaluated and how it will be evaluated. Some examples of the kinds of things that should be evaluated are:
   - group work
   - individual assignments
   - knowledge, skill and attitude objectives.

   Examples of different methods of evaluation are listed in the "Evaluation" section.

6. **Time Allocation**
The length of time needed to complete the unit should be addressed. The topics should be approximately 10 to 12 weeks in length. The social studies program was designed on the basis that recommended times for social studies instruction are approximately 100 minutes per week for grades one and two, and 150 minutes per week for grades three to six.

7. **Integration of Other Subject Areas (Optional)**
Teachers are encouraged to integrate other subject areas with social studies. In this case, it is important to identify the specific objectives for the unit.

Throughout the study of a topic, the unit plan must be constantly re-evaluated and changed to meet the needs of students. The following examples illustrate different models that can be used for preparing unit/lesson plans.

Sample 1: Unit Plan

Objectives	Learning Activities	Learning Resources

Sample 2: Unit Plan

Objectives	Developmental Activities	Materials	Evaluations

Sample 3: Unit Plan

GRADE ____ TOPIC _______ TITLE ________ TIME ALLOCATION ____

OBJECTIVES

LEARNING RESOURCES

DEVELOPMENTAL ACTIVITIES	EVALUATION

Sample 4: Unit Plan

GRADE ______ **TOPIC** ___________ **TITLE** ____________________________ **TIME ALLOCATION** ___________

Objectives	Learning Activities	Resources	Evaluation

LESSON PLANNING

Daily lesson plans may be similar in structure to unit plans. Some unit plans may be in the form of plans for daily instruction. The daily lesson plan may contain the following:

1. **Topic**
   Identify the unit topic or lesson topic of study.

2. **Lesson Objectives**
   State which of the knowledge, skill and attitude objectives identified in the *Social Studies Program of Studies* will be developed.

3. **Learning Resources/Materials**
   List the learning resources and any other materials that will be needed to develop the lesson.

4. **Developmental Activities**
   Provide a step-by-step outline of the procedures to be used to meet the objectives, how the learning resources will be used and what activities the students will be involved in.

   The "Developmental Activities" section can consist of the following parts:

   Introduction or Opening Activity
   Use an activity that will focus the students, build interest and develop readiness.

   Share the Purpose
   Explain the purpose of the lesson, why it's important or useful and what will be expected at the end of the class.

   Presenting New Material
   New ideas should be presented using numerous concrete illustrations that are meaningful and relevant to the student.

   Check for Understanding
   Elicit feedback from the students that demonstrates an understanding of the ideas presented.

   Provide Practice
   Provide the students with an opportunity to practise the new information, skill or attitude. While students practise, provide students with feedback by answering questions, offering help and providing encouragement.

   Closing or Concluding Activity
   Use an activity to focus students on the key learning(s) of the lesson.

5. **Evaluation**
   Identify techniques to assess learning.

6. **Follow-Up Activities**
   Based on the evaluation, further activities may need to be planned. Building in regular review activities provides students with opportunities to review and practise key learnings.

The following examples illustrate two different approaches that can be used for preparing daily lessons.

Sample 1: Lesson Plan

DAILY LESSON PLAN

Topic: **Time:**

Objective(s):

Learning Resources/Materials:

Developmental Activities:

Closing Activity:

Evaluation:

Follow-Up Activities:

Sample 2: Lesson Plan

DAILY LESSON PLAN

Topic:________________ **Time (Minutes):**______________

Lesson Objectives	Learning Resources/ Materials	Developmental Activities

Evaluation:

Follow-Up Activities:

Sample 3: Lesson Plan

LESSON PLANNING SHEET

PURPOSE	Knowledge Obj: (facts, concepts) Skills Obj: (process/communication/participation) Attitude Obj:

PROCEDURE **Opener** Time **Development** Time **Closure** Time	**RESOURCES**
Evaluation	

LEARNING RESOURCES

Learning resources should be selected to support the development of the topic and best meet the needs of your students. Not all of the learning resources listed are necessary to implement the program.

The learning resources selected and the number of learning resources needed will also depend on the way the unit is organized. In some instances, only one copy or several copies may be required. If students are to engage in research, copies for groups, half class sets or class sets may be required.

Alberta Education lists three categories of learning resources.

BASIC LEARNING RESOURCES. The basic resources are those resources that Alberta Education has assessed as the best presently available for achieving the objectives of grade level social studies programs. These resources are available for purchase at a 25% discount from the Learning Resources Distributing Centre. Resources, once authorized as basic, retain this status for a minimum of three years.

RECOMMENDED LEARNING RESOURCES. Recommended resources are those learning resources approved by Alberta Education because they complement basic learning resources by making an important contribution to the attainment of one or more of the major objectives of courses outlined in the provincial programs of studies.

SUPPLEMENTARY LEARNING RESOURCES. Supplementary resources are those learning resources approved by Alberta Education because they support courses outlined in the provincial programs of studies by enriching or reinforcing the learning experience. Supplementary learning resources are not stocked at the Learning Resources Distributing Centre. Schools wishing to use these resources will have to order them directly from the publisher or as special orders from the Learning Resources Distributing Centre.

Basic and recommended learning resources are listed in the following documents:
- *Alberta Learning Resources Distributing Centre Buyer's Guide*
- *1989 Social Studies Division II Teacher Resource Manual* – "Sample Units"

The resource list in the sample units is accompanied with a brief annotation and recommendations as to the number of student resources required.

Learning resources for each topic with accompanying short annotations listed in the sample units are found on the following pages.

Topic 4A	Pages 129, 130
Topic 4B	Pages 163, 164
Topic 4C	Page 191
Topic 5A	Page 215
Topic 5B	Pages 235, 236
Topic 5C	Learning resources are in the process of being identified for Topic 5C.
Topic 6A	Pages 295, 296
Topic 6B	Pages 325, 326
Topic 6C	Page 353

Classrooms should be adequately equipped with wall maps, globes and atlases or have easy access to them.

ATLASES

Basic

Nelson Atlas of Canada, Divisions I & II (Nelson) 1988
Canadian Oxford Intermediate Atlas, Divisions II & III (1984)
Nelson Atlas of the World, Divisions II & III (1983)

Recommended

Nelson Atlas of Canada, Teacher's Edition, Divisions I & II (1988)
Gage School Atlas of Canada, Division II (1979)
Nelson Atlas of the World, Teacher's Edition, Divisions II & III (1984)
Macmillan School Atlas, Division II (Gage) 1982
Canada: A Book of Maps (Clare Educational) 1985 (Listed for Topics 5A/B)

Supplementary

Picture It, Divisions I & II (Globe Modern Curriculum Press) 1989
Develops a variety of mapping skills; direction, symbols, scale, time, location and legends.
Atlas of Alberta, Divisions II, III & IV (Alberta Report) 1984

MAPS

Basic

Alberta Wall Map, Division II (Hosford Publishing) (Listed for Topic 4A/B/C)

Recommended

World for Canadian Schools, Divisions I, II & III (Nystrom), spring roller or foldup
Canada, Divisions I & II (Prestige)
World, Divisions II, III & IV (Nystrom) spring roller or foldup
Canada, Divisions II, III, & IV (Denoyer-Geppert)

GLOBES

Recommended

Globe, Divisions I, II & III (Nystrom)

REGIONAL AND URBAN FILM CENTRES

Some of the media learning resources listed may be available from your Regional or Urban Film Centre. See Appendix A for a listing of Regional and Urban Film Centres.

COMBINED GRADES

A variety of alternatives are available for combined-grade (split and multigrade) programs. Because every school situation is unique, each teacher or school needs to develop a specific plan for their class or school to deal with combined grades so that the students' program continuity is addressed. The combined-grade plan will be determined by the needs of the students (topics previously studied and material used), learning resources available and program needs.

SUGGESTIONS FOR COMBINED GRADES

1. **Regroup the students for social studies instruction.** Explore the idea of team-teaching as a means of eliminating the need for combined-grade planning in social studies. For instance, the Grade Five students in a 5/6 class might work with a Grade Five class when this can be arranged. This is an excellent opportunity to cooperatively plan with a teacher-librarian.

2. **Plan a two- or three-year cycle.** Make a two-year or three-year plan for a group of students (e.g., Grade Four topics would be taken the first year and Grade Five topics the second year).

3. **Select topics from each grade.** Choose one or two (out of the possible three) topics from each of the grades. For example, the following topics might be selected when a teacher works with the same group of students for two years.

1989/90	**1990/91**
Grade 3/4 (1st year) 3C Special Communities 4A Alberta: Its Geography and People 4C Alberta: A Comparative Study with Quebec	Grade 3/4 (2nd Year) 3A My Community in the Past, Present and Future 3B Communities Need Each Other 4B Alberta: Its People in History
Grade 4/5 4A Alberta: Its Geography and People 5A Canada: Its Geography and People 5B Early Canada: Exploration and Settlement	Grade 4/5 4B Alberta: Its People in History 4C Alberta: A Comparative Study with Quebec 5C Canada's Links With Other Countries
Grade 5/6 5C Canada's Links With Other Countries 6A Local Government 6B Greece: An Ancient Civilization	Grade 5/6 5A Canada: Its Geography and People 5B Early Canada: Exploration and Settlement 6C China: A Pacific Rim Nation

4. **Accommodate students through the selection of case studies.** If students need to repeat the study of a particular topic, different case studies may be selected to build on the students' learning. For example:

   Topic 4B If the students have studied the Cree, the fur trading settlement and a homestead settlement, select another Native group, the Great Depression, W.W. II or the boom years.

   Topic 6B If students have already studied the Ancient Greek civilization, they could compare it to the Roman, Egyptian or Aztec civilization the following year.

The following topics can be accommodated through the selection of different case studies:

4A Alberta: Its Geography and People
4B Alberta: Its People in History
5A Canada: Its Geography and People
5C Canada's Link With Other Countries
6A Local Government
6B Greece: An Ancient Civilization

5. **Combine two topics**. Many of the topics will allow natural and easy combinations. An effective combination occurs when common elements of two topics are combined for instruction.

3A My Community in the Past, Present and Future
4B Alberta: Its People in History

4B Alberta: Its People in History
5B Early Canada: Exploration and Settlement

4A Alberta: Its Geography and People
5A Canada: Its Geography and People

4A Alberta: Its Geography and People
4C Alberta: A Comparative Study with Quebec

4C Alberta: A Comparative Study with Quebec
5A Canada: Its Geography and People

6. **Combine full topics and mini topics.** Some topics can be taught as full topics and others as mini topics covering two grades. Select different case studies for the same topics.

Grade 4/5

1st Year		2nd Year	
4A	Full	4C	Full
5A	Full	5B	Full
4B	Mini (Native & fur trading community)	4B	Mini (The Great Depression)
5C	Mini (sports and media)	5C	Mini (leisure and food)

CONSIDERATIONS FOR COMBINED-GRADE PLANNING

1. In schools where grades are combined there should be a school-wide plan covering a number of years. This will require input and coordination from the teachers. Large staff planning charts posted in the staff room or workroom can help to minimize repetition of topics and maximize use of resources. Charts can be used to plan over several years for the school or to develop a plan for a particular group of students or for a class, if the class will remain as a group for a specified period. The following examples illustrate a school-wide plan and a three-year plan for a group of students entering Grade Four.

Sample: School Planning Chart

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Grade 1										
Grade 2										
Grade 3										
Grade 3/4	Combined 3A My Community in the Past, Present, Future 4B Alberta: Its People in History				3C Mini (Muskatchees)		4A Alberta: Its Geography and People			4C Mini Alberta: A Comparative Study Quebec
Grade 4/5	5A Canada: Its Geography and People			4B Mini (Depression)		5B Early Canada: Exploration and Settlement		5C Canada's Link With Other Countries		
Grade 5/6	6A Local Government (mini case study on a local issue)			5C Mini (Media and Food Links)		6B Greece: An Ancient Civilization		6C China: A Pacific Rim Nation		

Sample: Three-Year Plan (one class followed for three years)

Year One - Grade 3/4	Year Two - Grade 4/5	Year Three - Grade 5/6
Combination 3A My Community in Past, Present, Future 4B Alberta: Its People in History	4C Alberta: A Comparative Study with Quebec	5C Canada's Link with Other Countries
4A Alberta: Its Geography and People	5A Canada: Its Geography and People	6A Local Government
3C Special Communities	5B Early Canada: Exploration and Settlement	6C China: A Pacific Rim Nation

2. A record of topics and accompanying support resources should be compiled and kept on file in the library. This could include teaching units, teacher files on a topic with supporting unit activities, locally developed units and learning resources. This would assist teachers in planning for the following year.

Sample: Combined-Grade Planner for Grade 4/5

DATES	TOPIC(S)	ELEMENTS OF TOPIC(S)	RESOURCES
Sept. 5 – Dec. 30	Combination of : 4A Alberta: Its Geography and People 5A Canada: Its Geography and People	Do regions of Canada. Treat Alberta as part of the Prairies—not as a separate province.	*Alberta Geography Series Kit* *Canada Its Land and People*
Jan. 1 – Mar. 15	Topic 5B Early Canada: Exploration and Settlement	Study historical events and issues related to discovery, exploration and settlement of New France and Hudson Bay area.	*Early Canada* *Canada, A Book of Maps* *Algonkian Hunters of the Eastern Woodlands* *People of the Longhouse*
Mar. 16 – May 30	4C Alberta: A Comparative Study with Quebec	Study similarities and differences including geography, resources, occupations, leisure activities, language and customs.	
June 1 – June 30	Topic selected in consultation with students.		

3. Whenever possible, integrate social studies content with the teaching of specific reading, writing, listening, speaking and viewing skills. Check the language arts program for themes related to social studies.

4. Some larger school systems have developed "Adaptation" and "Modification" units for many of the topics. Where some form of external sales program is in place, smaller systems may be able to purchase these units. Check with your Alberta Education Regional Office for the availability of these units.

SOCIAL STUDIES SKILL DEVELOPMENT CHART

The Social Studies Skill Development Chart suggests a general guide for continuity in skill development from grades one to six, but the teacher determines the actual introduction of a skill based on the needs and nature of the learner. The skill objectives are grouped into categories for organizational purposes. However, some of the skills may fit into more than one category. Skills identified in **screened** areas are a major responsibility of the social studies program.

Skills listed on the white pages (unscreened) are provided to show skill sequences for all areas for which the social studies has some responsibility. The skills may be introduced, developed, used and reinforced through either social studies or other subjects. It should be noted, however, that there are too many skills listed here to be taught only through the social studies. Teachers will have to use discretion in integrating the development of these skills into a number of subject areas in order to properly provide students the practice needed to become proficient at using the skills.

The skills are not intended to be developed separately or sequentially but are intertwined with the knowledge and attitude components. Skill development is enhanced through integrated instruction and by use in a variety of contexts. The skill objectives are categorized as follows:

PROCESS SKILLS—skills that help one acquire, evaluate and use information and ideas.
Locating/Organizing/Interpreting Information
Geography/Mapping
Analyzing/Synthesizing/Evaluating

COMMUNICATION SKILLS—skills that help one express and present information and ideas.
(Communication skills have been correlated with the language arts program.)
Communicating Orally/Visually
Communicating through Writing

PARTICIPATION SKILLS—skills that help one interact with others.
Personal
Group Interaction

Skills on the chart are identified at three levels:

☐ Awareness Level
The teacher uses or models the skill through teaching.

☒ Instructional Level
The skill is formally introduced to students through planned learning experiences and is testable at this level. Skills at the instructional level are identified in the *Program of Studies* for each grade.

■ Independent Level
The skill should be maintained through review or developed systematically through subsequent grades.

Skills at the instructional level only are stated on each of the grade/topic pages of the *Program of Studies*.

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SOCIAL STUDIES SKILL DEVELOPMENT CHART

PROCESS SKILLS	GRADES 1	2	3	4	5	6
Locating/Organizing/Interpreting Information						
Determining Information Required and Possible Sources						
Identify and define question, issue and/or topic	☐	☐	☒	☒	☒	☒
Identify possible sources and location of information (print, non-print, interviews, survey, etc.)	☐	☐	☒	☒	☒	☒
Information from Pictorial Materials						
Recognize pictures, photos, charts, tables, graphics and cartoons as a source of information	☒	☒	☒	☒	■	■
Describe the content of the material	☒	☒	☒	☒	☒	■
Interpret and draw inferences from pictorial materials	☒	☒	☒	☒	☒	■
Understand and use different types of graphs	☐	☐	☒	☒	☒	■
Interpret the relationships and draw inferences from graphs, tables, charts		☐	☒	☒	☒	☒
Recognize cartoons as expressing a point of view and interpret the view expressed					☐	☐
Information through Listening and Viewing						
Listen attentively when others are speaking	☒	☒	■	■	■	■
Listen and view with a purpose (e.g., film, guest speaker, television)	☒	☒	■	■	■	■
Identify main ideas	☒	☒	☒	☒	■	■
Listen to and identify historical fiction		☐	☐	☐	☒	☒

PROCESS SKILLS	**GRADES**					
	1	2	3	4	5	6
Information from Books						
Use title of book as a guide to contents	☐	☒	☒	■	■	■
Distinguish between storybooks and factual books	☐	☒	☒	■	■	■
Distinguish between fact and fiction		☐	☒	☒	☒	■
Use table of contents, index, glossary		☐	☒	☒	☒	■
Choose a book appropriate for the purpose including dictionaries, encyclopedias, reference books, atlases		☐	☒	☒	☒	☒
Locate information in an encyclopedia by using key words, letters on volume, index and cross references			☐	☒	☒	☒
Distinguish between fact and opinion				☐	☒	☒
Information from Newspapers, Magazines and Pamphlets						
Recognize these materials as sources of information			☐	☒	☒	■
Select from these sources material that is pertinent to class activities			☐	☒	☒	☒
Recognize the differences in purpose and coverage between different magazines, newspapers and pamphlets				☐	☒	☒
Information through Reading						
Read materials at appropriate grade level to find answers to questions	☐	☒	☒	☒	☒	☒
Select statements pertinent to a specific topic being studied		☐	☒	☒	☒	☒
Skim to locate specific information		☐	☒	☒	☒	■

PROCESS SKILLS	**GRADES**					
	1	**2**	**3**	**4**	**5**	**6**
Information through Reading (continued)						
Identify time and place relationships (setting)	☐	☐	☒	☒	☒	■
Identify cause-effect relationships	☐	☐	☒	☒	☒	■
State the main idea and supporting details	☐	☐	☒	☒	☒	■
Identify the sequence of ideas or events	☐	☐	☒	☒	☒	☒
Identify the point of view				☐	☒	☒
Read with a purpose and consciously evaluate what is read					☐	☒
Information from Field Studies and Interviews						
Identify the purpose of the field study or interview	☒	☒	☒	☒	■	■
Plan procedures, rules of behaviour, questions to be asked and things to watch/listen for	☐	☒	☒	☒	☒	☒
Evaluate the planning and enactment of the field trip or interviews		☐	☒	☒	☒	☒
Conduct an interview and/or survey using acceptable procedures	☐	☐	☒	☒	☒	☒
Record, summarize and evaluate information	☐	☐	☒	☒	☒	☒
Information through Computers (where appropriate software and hardware are available)						
Use programs to assist in the study of specific content areas		☐	☒	☒	☒	■
Use a word processing program to write a paragraph or report			☐	☒	☒	☒
Use programs that simulate situations impractical to reproduce in the classroom			☐	☒	☒	☒
Use a data base to collect and organize information					☐	☒

PROCESS SKILLS	GRADES 1	2	3	4	5	6
Finding Materials in a Library						
Find different categories of books according to the Dewey Decimal System		☐	☒	☒	☒	■
Use a card catalogue to find call numbers		☐	☒	☒	☒	■
Use call numbers to find resources		☐	☒	☒	☒	■
Use the card catalogue to learn that a book is listed three ways - by subject, by author and by title			☐	☒	☒	■
Use information or picture files to obtain pamphlets pictures, clippings, etc.			☐	☒	☒	☒
Organizing Information						
Select answers to questions from materials heard, viewed or read	☐	☒	☒	■	■	■
Classify pictures, facts and events under main headings and in categories	☐	☒	☒	☒	☒	☒
Organize information by using pictures, models, graphs, charts, diagrams, maps, time lines, etc.	☐	☒	☒	☒	☒	☒
Arrange events, facts and ideas in sequence		☐	☒	☒	☒	☒
Select the main and supporting facts		☐	☒	☒	☒	☒
Consider which source of information is more acceptable, stating reasons for choice			☐	☐	☒	☒
Compare information on a topic drawn from two or more sources to recognize agreement or contradiction				☐	☒	☒
List topics to be investigated and seek material about each major point using more than one source					☐	☒
Time and Chronology						
Arrange personal experiences in order	☒	■	■	■	■	■
Comprehend sequence and order as expressed in first, second, third, etc.	☐	☒	■	■	■	■
Understand indefinite time concepts as past, future, long ago, before, after		☐	☒	■	■	■
Relate the past to the present in the study of change		☐	☒	☒	☒	■

PROCESS SKILLS	GRADES 1	2	3	4	5	6
Time and Chronology (continued)						
Understand definite time concepts as second, minute, yesterday, decade, century			☐	☒	☒	■
Calculate the length of time between two given dates			☐	☒	☒	■
Understand and make simple time lines			☐	☒	☒	☒
Understand differences in duration of various historical periods					☐	☐
Use several dates and events to establish time relationships among historic events					☐	☐
Comprehend the Christian system of chronology B.C. and A.D.					☐	☐
Geography/Mapping						
Map Symbols						
Understand that real objects can be represented by pictures or abstract symbols on a map	☐	☒	☒	■	■	■
Recognize the globe as a model of the earth	☐	☒	☒	■	■	■
Compare photographs/models with maps of the same area	☐	☒	☒	■	■	■
Use symbols to represent real things on a map	☐	☒	☒	■	■	■
Distinguish between land and water symbols on maps/globes	☐	☒	☒	■	■	■
Read, interpret and use symbols (e.g., dots, lines, colours, pictures on a map, land and water symbols)	☐	☒	☒	☒	☒	■
Interpret and use map legends on different kinds of maps	☐	☒	☒	☒		■
Interpret abbreviations commonly found on maps			☐	☒	☒	■
Use contour lines						☐

PROCESS SKILLS	**GRADES**					
	1	2	3	4	5	6
Map Making						
Make and use simple maps/models of desktop, classroom, school and community	☐	☒	☒	■	■	■
Develop own symbols to represent real things on a map	☐	☒	☒	☒	☒	■
Develop a legend for a student made map	☐	☒	☒	☒	☒	■
Draw a simple sketch to show location of known place (e.g., from teacher directions, from aerial photographs)			☐	☒	☒	■
Make a regional map to show variety of features			☐	☒	☒	☒
Construct simple maps which are properly oriented as to direction			☐	☒	■	■
Direction						
Use relative terms of direction and distance, as near/far here/there, left/right	☒	☒	■	■	■	■
Use cardinal directions in classroom and community	☐	☒	☒	☒	■	■
Understand that north is toward the North Pole and south is toward the South Pole on a globe/map projection	☐	☒	☒	☒	■	■
Use intercardinal directions (NW, NE, SW, SE)		☐	☒	☒	■	■
Use cardinal and intercardinal directions in working with maps			☐	☒	■	■
Orient desk outline, textbook and atlas maps correctly to the north			☐	☒	☒	■
Use parallels and meridians in determining direction				☐	☐	☒
Scale and Distance						
Predict size and distance in relative terms as bigger, smaller, nearer, farther	☒	■	■	■	■	■
Use small objects to represent large ones, as models	☒	☒	■	■	■	■
Compare maps of the same area drawn with different scales		☐	☒	☒	■	■

PROCESS SKILLS	GRADES					
	1	2	3	4	5	6
Scale and Distance (continued)						
Compare distances in kilometres to places being studied		☐	☐	☒	☒	☒
Compare maps of different areas to show that a smaller scale must be used to map larger areas				☐	☒	☒
Estimate, then compute distances between places					☐	☒
Compute the distances between points on maps of different scale					☐	☒
Locating Places on Maps and Globes						
Use a simple map to locate specific areas within the school, neighborhood, community	☒	☒	■	■	■	■
Recognize land and water masses on a globe and on a variety of maps as physical, political, etc.	☒	☒	■	■	■	■
Identify and locate own school and local community	☐	☒	■	■	■	■
Locate own community and communities being studied on a class map and globe	☐	☒	☒	☒	■	■
Locate one's own community, province, country on maps		☐	☒	☒	■	■
Locate other communities studied on a map		☐	☒	☒	■	■
Locate the capital of Alberta			☐	☒	■	■
Use an atlas to locate places		☐	☐	☒	☒	☒
Identify on a globe and on a map of the world, the equator, the poles, the continents			☐	☐	☒	☒
Locate and name the provinces, territories and capital cities on a map of Canada				☐	☒	☒
Identify by name on a globe and on a map of the world the continents and major bodies of water				☐	☒	☒
Plot information on maps as population distribution, natural resources				☐	☒	■
Use latitudes to locate places on wall maps				☐	☒	☒
Locate, describe and compare major geographical features and regions				☒	☒	■

PROCESS SKILLS	GRADES					
	1	2	3	4	5	6
Locating Places on Maps and Globes (continued)						
Use two or more maps to gather information about the same area				☐	☒	☒
Use latitude and longitude to locate places on globes, wall maps and atlases					☐	☒
Identify the time zones in Canada and relate them to longitude					☐	☒
Interpreting Maps						
Read and interpret aerial photographs	☐	☒	☒	☒	■	■
Study colour contour and visual relief maps and visualize the nature of the areas shown			☐	☒	☒	☒
Infer relationships from data shown on maps			☐	☒	☒	☒
Recognize that there are many kinds of maps for different purposes, and choose the best map for a specific purpose				☐	☒	☒
Use maps and globes to explain geographic setting of historical and current events				☐	☒	☒
Infer human activities and way of living from physical detail and from latitude				☐	☒	☒

Analyzing/Synthesizing/Evaluating	1	2	3	4	5	6
Compare and categorize objects and pictures as identical, similar, related or unrelated	☒	☒	☒	■	■	■
Integrate information with previous knowledge to draw conclusions	☐	☒	☒	☒	☒	☒
Draw inferences from information gathered	☐	☐	☒	☒	☒	☒
Use information to draw conclusions	☐	☐	☒	☒	☒	☒
Distinguish between fact and fiction	☐	☐	☒	☒	☒	☒

PROCESS SKILLS

GRADES

Analyzing/Synthesizing/Evaluating

	1	2	3	4	5	6
Form opinions based on critical examination of information		☐	☒	☒	☒	☒
Combine information to answer a question, solve a problem or make a decision	☐	☐	☒	☒	☒	☒
Identify alternative answers, conclusions, solutions, decisions or actions	☐	☐	☒	☒	☒	☒
Evaluate alternative solutions, decisions or actions	☐	☐	☒	☒	☒	☒
Identify point of view or perspective		☐	☒	☒	☒	☒
Identify and describe values underlying a position		☐	☐	☒	☒	☒
Evaluate the process used to arrive at an answer, conclusion, solution or decision					☐	☒
Make generalizations by stating relationships between concepts		☐	☐	☐	☐	☐

COMMUNICATION SKILLS

Communicating Orally/Visually

	1	2	3	4	5	6
Orally present information on a specific topic:						
Orally share thoughts about oneself, a picture, an object or an event	☒	☒	■	■	■	■
Speak appropriately to the given audience (e.g, small group, large group, class presentation)	☒	☒	☒	☒	■	■
Speak using an appropriate social studies vocabulary	☒	☒	☒	☒	■	■

COMMUNICATION SKILLS	GRADES 1	2	3	4	5	6
Communicating Orally/Visually (continued)						
Orally present information on a specific topic (continued):						
Pronounce words correctly and enunciate clearly in an oral reporting presentation	☒	☒	☒	☒	■	■
Give consideration to content and organization in an oral presentation		☐	☒	☒	☒	☒
Recognize and use main ideas and sequencing in presenting information orally		☐	☐	☒	☒	☒
Prepare and use notes in presenting an oral report			☐	☒	☒	☒
Present information in pictorial form (picture, poster, diagram)	☒	☒	☒	■	■	■
Present information through role playing	☒	☒	☒	☒	☒	☒
Record information in a class and/or individually developed picture, graph, map, chart, time line, mural, collage, model, diorama, etc.	☒	☒	☒	☒	☒	☒
Present information on an audiotape recording		☐	☒	☒	■	■
Communicating through Writing						
Take notes in point form collected from various sources		☐	☐	☒	☒	☒
Collect and organize information on a clearly defined topic using a simple outline, webbing, etc.		☐	☐	☒	☒	☒
Summarize information from a variety of sources			☐	☐	☒	☒
Write a summary of main points encountered in oral, written or viewed presentation			☐	☐	☒	☒
Take notes on an oral presentation (interview, speech panel, film, etc.)			☐	☐	☒	☒
Participate in individual and/or cooperative (teacher-student) writing of sentence(s) and/or story	☒	☒	■	■	■	■
Complete a sentence stem and/or pattern	☒	■	■	■	■	■
Write a page of a diary, journal entry and/or keep a learning log	☐	☒	☒	☒	☒	■

COMMUNICATION SKILLS

Communicating through Writing (continued)

	GRADES 1	2	3	4	5	6
Use simple illustrations, charts and graphs to support written work		☐	☒	☒	■	■
Write a paragraph (two to four sentences)		☐	☒	☒	■	■
Support main idea with appropriate details			☐	☒	☒	☒
Write an autobiography and/or biography				☐	☒	☒
Write a fictional story using historical events				☐	☒	☒
Write several well-organized paragraphs from a simple outline, summarizing information				☐	☒	☒
Write a simple report from notes and/or a student and teacher generated outline				☐	☒	☒
Write a report independently, give credit for quoted material, and avoid copying from references					☐	☐
Compose a title for a story, paragraph, picture, graph, map or chart	☐	☒	☒	■	■	■
In a final draft, write sentences to share ideas about a selected topic	☐	☒	☒	■	■	■
Make a simple table of contents		☐	☒	☒	☒	■
Include a list to show source of information					☐	☐
In a final written product, apply the skills of revising and editing by considering content, organization, vocabulary, sentence structure and mechanics of writing	☐	☒	☒	☒	☒	☒

PARTICIPATION SKILLS

Personal

	1	2	3	4	5	6
Seek help when required	☒	☒	■	■	■	■
Demonstrate the ability to stay on task	☒	☒	☒	■	■	■
Work independently	☐	☒	☒	☒	☒	☒
Make choices and decisions	☐	☐	☒	☒	☒	☒
Plan, carry out and evaluate an action and suggestion	☐	☐	☐	☒	☒	☒

PARTICIPATION SKILLS	GRADES					
	1	2	3	4	5	6
Group Interaction						
Work cooperatively with a partner	☒	☒	■	■	■	■
Demonstrate willingness to take turns in discussions and play	☒	☒	■	■	■	■
Demonstrate courteous behaviour when working with others	☒	☒	■	■	■	■
Understand the need for rules and the need for observing them	☒	☒	☒	■	■	■
Offer encouragement and approval to those you work with	☒	☒	☒	■	■	■
Participate cooperatively in group work	☒	☒	☒	☒	■	■
Make meaningful contributions to discussions, supporting ideas with facts and reasons	☐	☒	☒	☒	☒	■
Take part in making the rules for group work	☐	☐	☒	☒	☒	■
Accept the role of leader and follower as the situation requires	☐	☐	☒	☒	☒	■
Demonstrate respect for the rights and opinions of others	☐	☐	☒	☒	☒	☒
Participate in a small group discussion or activity by following established rules	☐	☐	☒	☒	☒	☒
Contribute to the various functions of group work; e.g., recorder, reporter, leader		☐	☐	☒	☒	☒
Observe the courtesies of group discussion, such as speaking in turn and using appropriate tone		☐	☐	☒	☒	☒
Cooperate and compromise to solve group problems		☐	☐	☒	☒	☒
Accept and abide by the decision of the group or share and defend a different point of view		☐	☐	☒	☒	☒
Learn from criticism and suggestion; give constructive criticism and suggestions			☐	☒	☒	☒

PARTICIPATION SKILLS	GRADES					
Group Interaction (continued)	**1**	**2**	**3**	**4**	**5**	**6**
Distinguish between work that can be done most effectively by individuals and that which calls for group effort				☐	☒	☒
Use the rules of parliamentary procedure when needed					☐	☐

Major Sources Considered in Constructing the Social Studies Skill Development Chart

Johns, Eunice and Fraser, Dorothy McClure "Appendix, Social Studies Skills: A Guide to Analysis and Grade Placement." In Helen McCraken Carpenter (Ed.), *Skill Development in Social Studies*, 33rd Yearbook, National Council for Social Studies, Washington, D.C.,1963

NCSS Position Paper, *Skills in the Social Studies Curriculum*, Social Education, April, 1984.

British Columbia Ministry of Education, *Social Studies Curriculum Guide Grade One – Grade Seven*, 1983.

STRATEGIES AND ACTIVITIES

There are various strategies and activities that a social studies teacher can use to promote learning. Choice depends upon the objectives of the lesson and upon the needs and interests of the students. This section provides two lists as well as several detailed descriptions of strategies and activities to consider.

Checklist 1*

INTRODUCTORY ACTIVITIES: Observing, Recalling, Interpreting, Hypothesizing

_______ Link to past experience
_______ Show new book(s)
_______ Show audiovisual media
_______ Use a current event
_______ Define new terms
_______ Arrange a display
_______ Pose questions
_______ Elicit questions
_______ Use a cartoon
_______ Use a resource person
_______ Discuss a dilemma, story or situation
_______ Discuss new media
_______ Present an unfinished map, story, sentence, chart, time line or diagram
_______ Show a filmstrip or film without sound
_______ Elicit hypotheses
_______ Plan first activities
_______ Brainstorm

DEVELOPMENTAL ACTIVITIES

Information-Gathering Activities: Observing, Recalling, Interpreting

_______ Read
_______ Listen
_______ Observe
_______ Ask
_______ Use maps
_______ Interview
_______ Do a survey
_______ Take a poll
_______ Keep records
_______ Use tables
_______ Take notes
_______ Outline
_______ Make collections
_______ Do field studies
_______ Use graphs
_______ Use indexes, tables of contents, headings, subheadings
_______ Use library
_______ Use data bases
_______ Use learning centres

Organizing and Summarizing Activities: Comparing, Classifying, Generalizing

_______ Find main ideas
_______ Answer questions
_______ Test hypotheses
_______ Group items
_______ Outline
_______ Diagram
_______ Chart
_______ Summarize
_______ Complete outline maps
_______ Make data base cards
_______ Make booklets
_______ Complete time lines
_______ Complete contracts
_______ Make tape recordings

Applicative Activities: Inferring, Analyzing, Synthesizing, Hypothesizing, Predicting

_______ Make maps
_______ Make graphs
_______ Make charts
_______ Make checklists
_______ Make time lines
_______ Conclude
_______ Reclassify
_______ Judge
_______ Predict
_______ Report
_______ Demonstrate
_______ Take roles
_______ Make plans
_______ Debate
_______ Participate in forums, panels, mock meetings and action projects
_______ Simulate

Creative and Expressive Activities: Interpreting, Analyzing, Synthesizing

_______ Dramatize
_______ Role play
_______ Pantomime
_______ Simulate
_______ Brainstorm
_______ Write poems and stories
_______ Write pen pals
_______ Write articles
_______ Write playlets
_______ Draw
_______ Make murals
_______ Make collages
_______ Make displays
_______ Make exhibits
_______ Construct models
_______ Create maps and charts
_______ Process materials
_______ Compose songs
_______ Create rhythms

CONCLUDING ACTIVITIES: Generalizing, Analyzing, Synthesizing, Evaluating

_______ State main ideas
_______ Share reports
_______ Have a quiz program
_______ Review objectives
_______ Share creative work
_______ Put on a program
_______ Take a study trip
_______ Have a panel discussion
_______ Complete scrapbooks and booklets
_______ Relate to next unit
_______ Note ways to improve
_______ Give tests
_______ Use charts, checklists and other devices

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*John U. Michaelis, *Social Studies for Children*, A Guide to Basic Instruction, 9e, ©1988, pp. 43–44. Reprinted by permission of Prentice-Hall Inc., Englewood Cliffs, NJ.

Checklist 2

Advertisement
Artifact
Audiotapes
Banner
Big books
Bingo
Booklets
Brainstorming
Bulletin boards
Cards
Cartoons
Case study
Chalkboard
Charts
Checklists
Choral speaking
Collecting/collections
Comics
Commercials
Computer programs
Concept mapping
Contest
Cooking food from places studied
Crossword puzzles
Dances
Decision making
Demonstration
Diaries/journals
Dictionary
Dioramas
Discussions
Display
Drama
Drawing/drawings
Dress up
Exhibits
Experiments
Field trips
Films
Filmstrips
Flags
Flannel boards
Flash cards
Flip book
Flow charts
Games
Globes
Graphs
Group work
Guest speakers
Interviews
Jigsaw puzzle maps
Learning centres
Letter writing
Library research
Listening
Lists
Magazines
Manipulatives
Maps
Menus
Mobiles
Mock broadcasts and telecasts
Modelling
Models
Montages
Moving-picture box
Murals
Museum
Music
Newspapers
Note taking
Outlining
Painting
Panels and roundtables
Paraphrasing
Peer teaching
Pen pals
People as resources
Photographs
Picture study
Plays
Poetry
Post cards
Posters
Problem solving and case study
Puppets
Questioning
Radio play
Readings from a variety of sources
Records
Reports
Research questions
Riddles
Role exchange
Role playing
Sandtables
School exchange
Scrapbooks
Sculpture
Service projects
Sewing
Simulation
Slides/tape
Stamps, coins and other hobbies
Storytelling
Surveys
Talks by pupils, teachers and visitors
Tape recordings
Television
Thank you note
Think pads
Timelines
Transparencies
Travel brochure
Videos
Webbing

DEVELOPING CONCEPTS

Concepts can be taught in a variety of ways. Teachers can use the following strategies to develop concepts.

CONCEPTS PRESENTED BY THE TEACHER

The teacher presents the concept, the definition and examples of the concept according to the following steps:

1. **Present concept with a clearly stated definition:** "Responsibilities are things that we are expected to do."

2. **Provide examples of the concept** by drawing on students' knowledge and experiences as well as previous learnings: "At home I am expected to do the dishes. This is an example of a responsibility. I am also expected to clean my room."

3. **Identify common attributes** as each example is presented: "Taking the garbage out might be your responsibility. It is a responsibility because..." Common attributes can also be identified after a list of examples has been presented. "Keeping your room clean and setting the table might be your responsibilities. They are responsibilities because..." Or common attributes can be elicited from the students through questioning: "Look at the list of responsibilities. What makes them responsibilities?"

4. **Check for understanding.** Provide further examples that students need to categorize as examples and non–examples. "Scott volunteers to make breakfast on Saturday. Is this a responsibility? Give reasons for your answer." "Jennifer's mother says that she must make her bed every morning. Is making her bed now a responsibility of Jennifer's?"

CONCEPTS DEVELOPED FROM CONTEXT

The teacher presents the concept in a context according to the following steps:

1. **Present the concept in a context** that provides clues to its definition. Have students develop a definition. Have the students try to arrive at a definition. "Michele is making a contribution to our school by being a patrol. Jim is making a contribution to our school by playing on the floor hockey team. What do you think contribution means?"

2. **Identify the common attributes.** Provide information to students through books, pictures, stories, films, etc. Using this information and past experience, have students identify the attributes of the concept and give reasons for their choices.

3. **Check for understanding** by having students decide whether further examples illustrate the concept.

CONCEPT FORMATION

The concept-formation strategy developed by Hilda Taba[1] has students use inductive thinking to develop their understanding of a concept.

There are two advantages to using the concept-formation strategy. Because students enjoy participating in the discovery lesson they are encouraged to think for themselves. This in turn enables them to experience success. Since the concept-formation strategy encourages divergent thinking, the classroom climate must be one in which all ideas are accepted and respected.

Concept-formation strategy can be used in a variety of ways. The following is an outline of the strategy and some suggestions for implementation.[2]

1. **Present examples and non-examples.** Make a list of examples and non-examples of the concept to be developed. The list for students can be presented on an overhead, chart paper, blackboard, bulletin board or on a work sheet. Examples can also be presented as a collection of pictures or collection of real items.

   When it is appropriate, have students generate the list by asking them questions designed to elicit examples and non-examples of the concept. Phrase the questions so that they do not give away the target concept. For example, if the target concepts are physical needs, psychological needs and social needs, the teacher can ask: "What are our needs? What are the needs of our bodies? What are the needs of our minds?"

   The list generated should include examples of the three types of needs. Subsequent questions are often needed to generate additional ideas.

2. **Group the items.** To help students identify the common attributes have students decide which examples in the list belong together: "Which of these items can be grouped together?" "Which things are similar in some way?"

   As students provide suggestions for grouping, mark the items grouped together with an identifiable symbol (e.g., coloured check marks) or make lists of the items grouped together.

   Have students who have suggested a way of grouping provide reasons for their thinking: "Why did you group these items together?" "How are they similar?"

3. **Name the group.** Invite students to come up with a word or phrase to describe the group: "What could you call this group?" "What word describes your group?" "What other word might describe this group?"

   Erase the marks used to indicate the student grouping. Then ask other students to group the items: "What are some other ways to group these items?" "How are the items in the group similar?" "What would you call your group?"

   In the event that the students do not arrive at the concept being developed, make a list of the items that are examples of the concept: "I have a special group in mind. Look at my list. Why do you think I grouped these items? How are they alike? What could we call this group?"

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[1] Hilda Taba. *Teaching Strategies and Cognitive Functioning in Elementary School Children.* Cooperative Research Project 2404, San Francisco State College, 1966.

[2] For further information see Roberta M. Woolever and Kathryn P. Scott, *Active Learning in Social Studies Promoting Cognitive and Social Growth*, Scott, Foresman and Company, 1988.

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4. **Expand understanding of the concept.** To check on students' understanding, provide examples and non–examples of the concept and have students categorize them accordingly. Discuss reasons why they are or are not examples of the concept.

CONCEPT ATTAINMENT

In concept formation, students group examples together based on any criteria forming as many groups as they want; each group may illustrate a different concept. In concept attainment, however, only one concept is developed. The concept attainment strategy can be used in a variety of ways. Listed below are some suggestions for implementation.[3]

1. **Identify the concept.** Let the students know the concept they are going to learn.

2. **Show several examples and non–examples of the concept.** As you show the items one at a time, identify whether they are examples or non–examples. Group the examples of the concept together (e.g., pin the pictures onto the bulletin board under the headings "examples" and "non-examples" or "yes" and "no").

3. **Elicit the attributes.** Through planned questions, help students identify the attributes of the concept. Discuss how the examples are similar. If students are not able to identify the attributes through guided questioning, provide the information for them. As a class, develop a definition.

4. **Expand/check understanding of the concept.** Provide additional examples and non–examples of the concept and have students categorize the examples. Students should be encouraged to generate their own examples.

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[3] For further information see Bruce Joyce and Marsha Weil, *Models of Teaching*, Prentice–Hall, 1980

QUESTIONING

Questioning is an important strategy in teaching and learning. The quality of questions used will stimulate thinking, discussion and learning.

Questions vary in complexity from simple factual recall to complex evaluation. According to Benjamin Bloom, there are six different levels of intellectual functioning. Questions and activities may be developed to correspond to each of these levels.

1. **KNOWLEDGE** – the student is asked to recall factual content.

Who
What
Why
When
Where
How
How much
What does it mean
Describe
Define
Match
Select
Which one
List
Choose
Omit

2. **COMPREHENSION** – understanding the meaning of the material learned; the student is asked to put information into another form.

State in your own words
What does this mean
Give an example
Summarize this paragraph
State in one word
What part doesn't fit
What exceptions are there
Which is more probable
What are they saying
What seems to be
What seems likely
Classify
Show
Indicate
Tell
Translate
Outline
Summarize
Select
Match
Explain
Represent
Identify
Is this the same as
Select the best definition
Paraphrase
Explain what is happening
Explain what is meant
Read the graph, table
Restate
Recognize
Show in a graph, table
Demonstrate

3. **APPLICATION** – the student is asked to use knowledge in a new situation or to make use of new knowledge to solve a problem.

Predict what would happen if
Choose the best statements that apply
Tell what would happen
Tell how much change there would be
Demonstrate
Dramatize
Illustrate
Imagine
Explain
Identify
Select
Judge the effects
What would result
What would happen if
How to

4. **ANALYSIS** – the student is required to take ideas and learnings apart to seek relationships or unique characteristics.

   Distinguish
   Identify
   What conclusions
   Make a distinction
   What ideas apply, do not apply
   Compare
   Contrast
   What is the function of
   Which are facts, opinions
   What's the main idea, subordinate ideas
   Which statement is relevant
   What does author believe, assume
   State the point of view of
   What ideas justify conclusion
   The least useful statements are
   What relationship between
   Is it valid that
   Which statements support the main idea

5. **SYNTHESIS** – the student is required to combine information into a whole; he or she must engage in creative thinking.

   Write
   Create
   Tell
   Make
   Choose
   Construct
   Generalize
   Invent
   Propose an alternative
   Solve the following
   Plan
   Design
   Predict
   Revise
   Make up
   Compose
   How else would you
   State a rule
   Develop
   Suppose
   Show it fits together

6. **EVALUATION** – the student is asked to make a judgment or decision based on criteria, standards or conditions.

   What is more important
   What is better
   Summarize
   Persuade
   Convince
   Conclude
   Rank
   Recommend
   Which is the best one
   What is fair
   Compare (pros/cons)
   Decide
   Judge
   Rate
   Determine
   Defend

FACTORS TO CONSIDER WHEN QUESTIONING:

1. Think of the distribution.
   - Who is being asked?
   - Does the distribution include all the students?
   - Are some students called upon more often than others?
   - Chart your distribution for evaluative purposes.

2. Indicate the desired type of student response.
   - Hands up
   - Hands down—"I'll select"
   - Choral
   - Call outs

3. Phrasing the question.
   - Phrase the question clearly.
   - Direct the question to the whole class.
   - Give wait time to allow think time (approximately three seconds).
   - Ask a student by name.
   - Give the student more wait time. Students need time to think.
   - Listen to the response.

4. Levels of questions
   - Encourage higher level of thinking by using questions to promote higher level thought processes. Use Bloom's Taxonomy as a guide.
   - Avoid questions with one-word, "yes" or "no" answers.

5. Respond to the students' efforts.
   - Respond in a positive, reinforcing manner so the student enjoys learning and answering questions.
   - Questions should never be used for punitive purposes.
   - Assist with incorrect responses.
   - Probe responses for clarification.

6. Have students generate questions and evaluate answers.
   - Students can make up questions to ask.
   - Answers should accompany the questions.
   - Provide students with examples of question stems that promote higher level thinking.
   - The student can direct the question to a partner, group or class.

GROUP WORK

The ultimate goal of social studies is "to assist students to acquire the basic knowledge, skills, and positive attitudes needed to be responsible citizens and contributing members of society" (*Program of Studies*, 1988).

When students are involved in group work, they learn how to participate, cooperate and communicate with others. They also learn how to appreciate the students with whom they are working. By sharing ideas, students learn from each other. Finally, through group work, students learn how to solve problems, answer questions and make choices. In doing all of these things each student acquires the knowledge, skills and attitudes necessary to become a responsible citizen.

TYPES OF GROUPS

There are various ways to divide students into groups. The type of grouping selected by the teacher will depend on the needs of the students and on the instructional objectives.

Interest Groups—In this type of group students choose a group project on which they would like to work. For example, students are asked to decide which region of Canada they would like to research. All of the students wishing to research the Far North would become a group, etc.

Peer Groups—In peer grouping the students choose their own groups. Students write down the names of two or three others with whom they would like to work. Using this information, the teacher can organize groups so that each student works with at least one chosen person.

Random Groups—The students are randomly selected and placed into a group. This grouping can be used to carry out a particular task (e.g., to brainstorm ideas, to discuss, to gather information).

Ability Groups—Each group consists of members with similar abilities. This grouping is commonly used when students in the group need to learn a similar skill or concept. Students that need additional help in a specific area may also be placed in ability groups. It is very important that ability groups are not maintained throughout the year because students will become stigmatized.

Select Groups—The teacher selects the groups so that the group members get along together and have a good leader; or so that the group includes diverse talents. If the participants are interested and talented in certain areas, the teacher can identify specific roles required within the group and assign students accordingly.

BUILDING READINESS FOR GROUP WORK

The students should be involved in many kinds of group work. Based on the needs and previous experiences of students, some readiness activities may need to be used to prepare children to work as a cooperative and productive group. The students may be involved in the development of appropriate rules to be observed in group work. These may have to be reinforced on a continual basis.

Rules needed for a group to function include:
- stay with group
- use quiet voices
- encourage everyone to participate
- accept all answers
- be a good listener.

Some examples of readiness activities for group work are:

- Students participate with others in daily classroom routine
  - clean up social studies bookshelf
  - get supplies for painting a picture
  - clean activity centre
  - return books to library.
  - help others when work is finished
- Students participate in pairs to complete assigned tasks
  - practice worksheet on map symbols
  - read aloud to find answers to questions
  - draw a picture to show the changes in Native lifestyle after the Europeans came
  - mark a completed activity.
- Students participate in small groups to complete assigned tasks
  - make a list
  - brainstorm
  - create a mural
  - make a decision.
- Most of the group work time in grades four, five and six should be devoted to activities similar to the two examples provided below.

  Students work in groups of three or four on a similar project. Each student is responsible for one written section of the project. For example, if the group was assigned to look at the needs of the Ancient Greeks, one student in the group could be responsible for determining the physical needs, one could be responsible for the social needs and one for the psychological needs. The group members would have to share the resources, but they would work separately. At the end each member's written work could be combined in a report.

  Students work in groups of three to five and do every part of the assignment together; e.g., research, written report and presentation.

TIPS TO ENSURE SUCCESS WITH GROUP WORK

1. During class discussions the teacher serves as a model of a good leader, recorder and group member.
2. Always ensure that the students understand their task.
3. Make the students aware of the responsibilities of each group member. Review appropriate behaviour for group work.
4. Assign a group project that the students can handle so that they can experience success.
5. Indicate evaluation procedures to be used.
6. Give the students a deadline for their group project.
7. Provide a suitable physical environment. The members of a group should be working in close proximity and separated from the members of the other groups.
8. Throughout the year, vary the type of grouping used.
9. Walk around and help the students while they are working in groups. This will help them succeed and will also keep them on task.
10. Record steps of activities for group work on the board. If given the task of solving a problem, the list might be:
    a) Discuss the choices.
    b) Make a choice.
    c) Record the decision.
    d) Record the reason for the choice.
    e) Share ideas with the class.

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COOPERATIVE PLANNING

TEACHER LIBRARIAN/TEACHER PLANNING

Cooperative planning of a unit or mini-unit involves a teacher and a librarian and uses the library as a primary resource. The first step is to set out objectives for the unit and plan the activities with the librarian. The use of library skills should be integrated into the plan. The extra resource person allows for variations in group size (e.g., whole group, two teaching groups, small groups).

An example from Topic 4C, in which students are expected to learn about the similarities and differences between Alberta and Quebec, shows some of the possibilities for cooperative planning:

1. Students get together in groups and come up with a list of similarities and differences between Alberta and Quebec. The teacher and teacher/librarian circulate to assist students. Then, as a class, the students come up with a composite list. The composite list is in turn grouped into categories such as geography, resources, occupations, leisure activities, language and customs. A wall chart of the categories is made by the teacher or teacher/librarian during the discussion. The students reproduce it into their notebooks.

2. The teacher and teacher/librarian (team teaching) explain to students that they will complete their chart as they work through the four stations.

3. Groups of three to five students proceed to stations where they gather information for their chart. The teacher and teacher/librarian circulate and help the students.

   e.g., Viewing Station
   - pictures
   - filmstrips/video/films

   Listening Station
   - audiotape
   - recorded interviews
   - recorded stories or articles

   Interviewing Station
   - reference books
   - articles from magazines

   Reading Station
   - resource people

TEACHER/TEACHER PLANNING

Cooperative planning of a unit or mini-unit with a colleague or a team of teachers should be approached in the same manner as with the teacher/librarian, except that two or more classes are now involved. In the team planning approach, each teacher brings special talents that can be used. The team approach also divides the labour and lightens the workload. After the unit planning is complete, each teacher adapts the unit to the needs of her or his students.

WRITING PARAGRAPHS

Students may have been taught to write paragraphs in language arts but it is important to review or even re-teach this skill if this is identified as an area of difficulty for some of your students or the class. The following strategy can be used to teach paragraph writing.

Model How to Write a Paragraph

- As a class, brainstorm information on a specific topic studied; e.g., how fur traders travelled, how water can be conserved. The topic selected must be specific so that only enough information is generated to write one paragraph. If the topic is too broad, too much information will be generated.

- Discuss:
  What is the most important idea(s)? (main idea(s)).
  What ideas tell more about the main idea, in other words support the main idea?
  How should we organize our information? Which ideas should come first? (Ideas can be numbered in the order that they may appear in the paragraph.)
  What might be our beginning sentence?
  What makes a good beginning sentence? (Usually identifies the main idea.)
  What might be our last sentence in the paragraph or concluding statement?

- As a class, write the paragraph. On completion, review the paragraph for the following:
  - main idea(s) and supporting ideas
  - organization
  - beginning sentence
  - concluding sentence

Guided Practice Activity One

- Brainstorm and list ideas on a specific topic studied.

- Have students working in pairs identify the main idea and supporting details by listing them in their notebooks. On completion, have students share their ideas.

- Working with the same partner, have students number the ideas in the order they feel the ideas should appear in the paragraph. On completion, discuss:
  - How did you decide on a particular sequence? (Stress that no one sequence is correct.)

- Working with the same partner, have students generate a beginning and concluding sentence. Orally share several examples.

- Individually or working in pairs, have students write the paragraph.

Guided Practice Activity Two

- Do a similar guided paragraph writing exercise as the one completed but this time have students working by themselves. Go through one step at a time, discussing each step as it is completed.

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- Completed paragraphs can be exchanged with a partner and checked for the following:
  - Does the paragraph have a main idea and supporting details?
  - Is the paragraph well organized?
  - Does the paragraph have a good introductory sentence?
  - Does the paragraph have a good concluding sentence?

- As a class, discuss and record how to write a paragraph.
  e.g.,
  - Identify the topic.
  - Gather information.
  - Sequence the information.
  - Develop an introductory sentence (usually identifies the main idea).
  - Write two to five sentences to support the main idea.
  - Develop a concluding sentence.
  - Read the paragraph.

Independent Practice

Have students choose a topic, gather information and write their own paragraphs. Students may still require assistance as they proceed through the steps.

Flying Cloth

WRITING REPORTS

The following strategies may be used to assist students with research and reporting skills. It is important that students become familiar with and know how to use several strategies. Knowing several strategies allows students to select the strategy that is most appropriate to that individual or to the particular task.

When introducing any one of the strategies, the steps below should be followed. Use social studies topic content when developing the strategies.

Model the Process

Show students how the process works. As you work through each step, not only show what you are doing but also explain what you are thinking (reasons explaining why you are doing it in this particular way).

Provide Guided Practice

Working in pairs, have students go through the steps of the process. Direct students through one step at a time, stopping to discuss what is happening, how to overcome problems and assisting students who need help or have questions.

Provide a second guided practice exercise. Have students work through each step, one at a time, but instead of working with a partner have students work by themselves.

Many students may be ready to research information and to use the information to write a report. The students that are not ready may require further practice activities.

Independent Practice

Have the students use their skills to carry out research and to write a report independently. Students need to receive continuous feedback during the information gathering, the organization of the information, the writing of the report and on the final product.

USING FACT SHEETS

- Identify a Topic and an Audience
  With the class, focus on the topic so that students have a clear understanding of what is required. Identify with whom the report will be shared; another student, a group of students, the class, another class, the parents, the teacher or any combination of these.

- Gather Information
  Have students gather information using a fact sheet similar to this one.

  The fact sheet encourages students to select key ideas and phrases or to put ideas into their own words instead of copying phrases and sentences.

- Group the Information
  After the information is collected, the fact sheets are cut out and grouped; e.g., if information on water (Topic 4A) was collected, the categories formed may be use of water, why it is a renewable resource and conservation of water. Facts that relate to a specific category can be glued as groups on a larger sheet.

- Sequence the Information
  Have students decide the order in which the information in each group should be organized. This could be achieved by numbering the facts or colour coding the facts. Consideration should be given to main and supporting ideas.

- Write the Report
  Have students write the report giving consideration to main idea, supporting ideas and punctuation, capitalization, spelling and sentence structure.

- Editing and Proofreading
  Not all writing needs to be edited and proofread. Students or teachers can select specific reports for this step.

  Editing—Editing and revision can be done by having students working in pairs reviewing their reports. The report can be read orally to a partner or read silently.

  Students should check for the following points:
    Is the report easy to understand?
    Can I identify the main ideas and supporting detail?
    Do I use appropriate social studies words?
    Are the ideas well organized?

  Proofreading—Proofreading can be done by students reading their own reports silently or by working with a partner. The following points can be considered:

    Was consideration given to punctuation and capitalization?
    Was consideration given to spelling?

  Presentation of Report—After the reports are revised and rewritten, have students share or submit their final copy to the intended audience. (See Evaluation, pages 103–104.)

USING RETRIEVAL CHARTS

Have students gather information using retrieval charts similar to the ones below. These force the students to focus on the topic instead of listing unrelated facts.

Divide a sheet into parts. List the topic and subordinate topics on which the students will gather information.

Example: Topic 4A

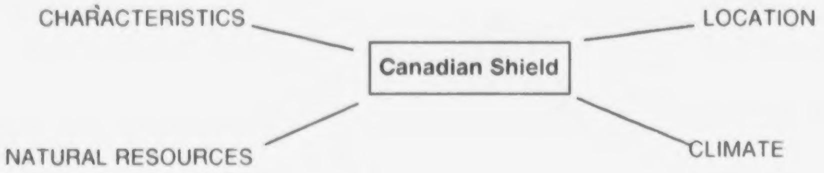
COAL	
Location of coal From where it comes	Occupations related to coal
Uses of coal	Importance of coal

WATER
How is water used?
Where is water found?
How can we conserve water?

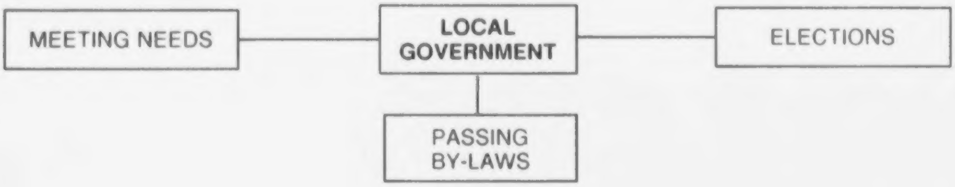
USING MIND MAPS

Have students organize their information using a mind map. When students first start to work with mind maps, start the mind map for the student. Have students add information to their mind map as it is researched. The mind map becomes the basis of the report. See Mind Maps, page 92.

Example: Topic 5A


CHARACTERISTICS
LOCATION
Canadian Shield
NATURAL RESOURCES
CLIMATE

Example: Topic 6A


MEETING NEEDS
LOCAL GOVERNMENT
ELECTIONS
PASSING BY-LAWS

Using Word Processing

Students can use a word processing program to write a report.

USING AN OUTLINE

An outline can become the basis for gathering and organizing information. When students start working with outlining, they may require help generating the main topics.

Example: Topic 6C

CHINA	
CUSTOMS/TRADITIONS ________ ________ ________ ________	FOOD ________ ________ ________ ________
LEISURE ACTIVITIES ________ ________ ________ ________	TRANSPORTATION ________ ________ ________ ________

CHINA

I. Customs/Traditions
    A. ________
    B. ________
    C. ________

II. Food
    A. ________
    B. ________
    C. ________

III. Leisure Activities
    A. ________
    B. ________
    C. ________

IV. Transportation
    A. ________
    B. ________
    C. ________

BRAINSTORMING

Brainstorming is an oral, group process used to generate a variety of ideas about a specific topic. This strategy can be used to identify and collect a common base of knowledge from a group, or to determine the students' background knowledge on a topic. In brainstorming no values are placed on the ideas generated; each is accepted as presented. All ideas should be recorded.

Brainstorming can be done by the entire class or as a group activity. Adequate time should be given to allow all members of the group an opportunity to participate. The leader begins the brainstorming session by briefly describing the task and clarifying how the ideas discussed will be recorded. Students should understand that brainstorming is an initiating process that will be followed by some other activity.

LEARNING CENTRES

One way to explore social studies topics or objectives is to use a learning centre. The learning centre is a strategy for implementing individualized instruction in a classroom. In a learning centre the teacher acts as a "guide" to student self-learning, rather than as a "teller." The student's goal is to become a self-directed and active participant in the learning process.

A learning centre is a place in the classroom where children go to perform certain carefully selected learning tasks. It may contain one task that the children are expected to carry out in a relatively short time or a multitude of tasks that may take a week or even longer before they can be successfully completed. Centres may be used as a part of a program, or as the dominant focus of the overall organization of a classroom.

When learning centres are used properly the teacher remains at the centre of instruction. Teachers design centres to provide children with some freedom of choice in the selection of activities, but also to direct children toward sequenced, interrelated and focused learning tasks.

Students should be introduced gradually to learning centres, because they do not automatically know how to function in them. Some students cannot work independently or follow instructions at first; they must be taught how to work at a learning centre.

A teacher should supplement learning centres with other group-oriented activities. When using learning centres it is important to provide opportunities for class discussion and sharing of projects and ideas.

Learning centres can be designed to:

- **Develop a concept, skill and/or attitude.**

Sample learning centre for Topic 4A:

Landforms – Activity Card

1. Look at the pictures of Alberta.
2. In your notebook write one word to describe the land in each picture.
3. Beside each word write how this land could be used.
   For example,

Land	Uses
1. lakes	fishing, swimming, boating, drinking water

- **Reinforce a learned concept, skill and/or attitude.**

e.g., Topic 6C
After the students have discussed China's location in relation to Canada, a card at the learning centre may require the students to label and colour these two countries on a map of the world.

- **Extend learned concepts, skills and/or attitudes by providing opportunities for application.**

e.g., Topic 5B
Students have already learned that Canadians can alter their environment. The students must choose a centre and must create a sample of one way Canadians can alter their environment.

Each centre would give the group a different medium that they would use to create their sample. For example:
- paint and paper
- pastel and paper
- paper mâché
- construction paper
- small sand boxes

SETTING UP LEARNING CENTRES

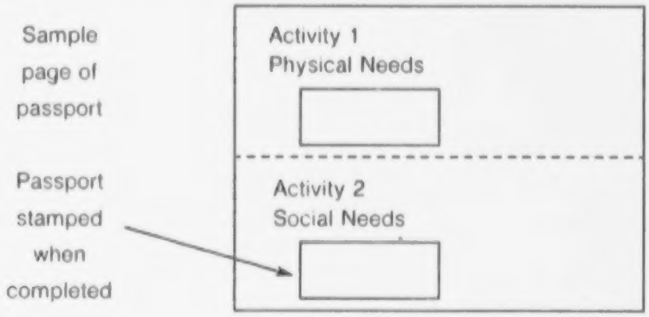
A centre should be organized so that all students can experience success. Therefore, activities should accommodate the various developmental levels and learning styles of the students whenever possible (i.e., provide activities for the auditory learner, the visual learner and the tactile kinesthetic learner).

1. Identify the objectives to be taught.
2. Identify what activities and learning resources will be used to develop the objectives.
3. Plan the layout of the centre.
4. Determine the number of students that will use the centre at one time. A workable number is three to five children assigned per centre.
5. Develop task cards.
   a. Tasks should be written in as few words as possible.

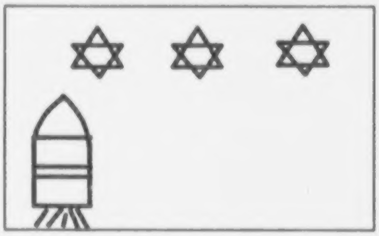
   b. Directions should be clear and simple. If details are explained better by a teacher, include this suggestion on the card. Pictures or drawings can also be used to facilitate understanding.
   c. Colour coding or pictures can be used to facilitate task recognition and efficient storage.
   d. Projects listed on the task cards should be completed using resources at the centre or using other readily available resources.
   e. Provide opportunity for choices by including required and optional activities.
6. Develop display materials for the centre (e.g., appropriate and attractive titles, headings and posters).
7. Develop a management system that sets out rules and procedures. Consider the following:
   a. Sequence used by students in moving from an activity at one station to an activity at another.
   b. Time lines for completing activities at a centre.
   c. Tasks that are required and those that are optional.
   d. Rules for behaviour at a centre.
   e. Organization of materials for easy access, storage and clean-up.
   f. Record keeping of student activity and progress.

It is important to keep records of student activity and progress. Depending on the purpose of the centre and the grade level involved, the extent to which records are kept may vary. There are various ways to keep track of student movement through the centres. For example,

- Have students complete a passport which is stamped after each group completes a centre.



- Use a colour code or a picture code for each centre. As students complete a centre, the colour or picture (e.g., sticker) is added to the student record sheet.



- Use a graph to chart students movement through centres.

Sample 1

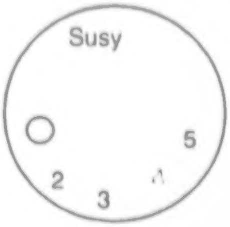
Student	Geography	Resources	Occupations	Language	Customs
Mary	X		X		
Joe		X			X

Sample 2

Group Name　　　　　Number of Centre

Student	1	2	3	4	5	6
Carl	X					
Maria		X				

- Use a punch card system to keep track of student movement and completion of activities. A hole is punched on the number of the centre completed.



- Have students keep a journal. After each activity is completed, give children 10 minutes to record what they did, how they feel about the activity and their success with it.
- List the skills you expect the students to develop. Check them off as they are achieved.
- Keep anecdotal records, written comments based on teacher observation of what was achieved or not achieved by individual students in a centre.

Sample 1

Centre Number	Topic	Activities Completed	Comments

Sample 2

Name of Centre: ______________________________

Date: ______________________________

Activities Completed: ______________________________

____

____

____

Activities to be Completed: ______________________________

____

____

____

Comments: ______________________________

____

____

Use these observations to evaluate the success of the centre. Revise the centre activities if the objectives are not being met.

The marking system used to grade the products from the centres will depend on the purpose of the learning centre and the teacher's objective in having the child complete the centre. The product can be evaluated either by the teacher alone, by the teacher and the student or by the whole group.

ROLE PLAYING

Role play is a valuable teaching strategy in that it engages the students on a personal level. Their feelings and experiences, while in role, assist in their understanding of and involvement in the social studies content.

*Drama is a natural extension of the child's play. The teacher provides focus and structure for the activity while facilitating the student's input and involvement.

Role play is not theatre and, for the most part, it is not intended for an audience. Learning occurs through doing; therefore, most role play is structured so that all students (individuals, pairs or threes) work at the same time (parallel play). Role play may be shared from time to time on a volunteer basis, but emphasis is always on the understanding developed in the experience, not on the performance or the performers.

Classroom Management

Division Two students may have little or no experience in role playing in the classroom. Therefore, procedures for the role play and the objectives for the activity should be explained. Procedures (start and stop signals, grouping, appropriate group behaviours) will need practice.

1. Signals must be established to begin and end role play.
   Examples: A bell, a hand clap, a word cue, "all hands up."
2. Methods of Grouping must be clear and simple.
   Examples: "I will give each student a number... Now that everyone has a number, I would like all of the number ones to gather here..., etc."
3. Rules for Appropriate Behaviour must be established and reinforced.
   Examples: Stay with your partner(s). Work in your own space. Do not disturb other groups.

The Process

Assess the ability of the class to function in role play situations. It may be necessary to move students from individual, to pair, to group role play situations.

e.g., Individual—everyone role plays how an Ancient Greek male met his family's need for food (Topic 6B)
Pair—students role play a Native meeting a European for the first time (Topic 5B)
Group—children role play a group of Albertans talking to each other during the Depression (Topic 4B)

Some role play may be repeated with students exchanging roles.
Role play should be followed by a closure activity so that the intended learning is emphasized (e.g., discussion, drawing, writing).

Planning for Role Play

1. Identify learning objectives.
2. Determine the roles and decide how they will be assigned.
3. Decide how students will be grouped.
4. Choose signals to begin and end role play.
   e.g., Lights out
   Hand clap
   Bell ringing
5. Prepare a closure activity.
   e.g., Paint a picture of the foods the Ancient Greeks ate (Topic 6B).
   Discuss how students felt when they met a person for the first time (Topic 5B).
   Students write a paragraph about how the Great Depression affected Albertans (Topic 4B).

*For further information consult the *Elementary Drama Curriculum Guide* (Alberta Education, 1985).

COOPERATIVE LEARNING[1]

Cooperative learning is a special way to organize groups. Developed by Roger T. Johnson and David W. Johnson, cooperative learning is a structured approach that uses group work to maximize student learning. The key to cooperative learning lies in the teacher preparation for group learning. The situation must be structured so that the students are dependent upon each other to complete the learning task. Five basic elements essential to cooperative learning situations (cited by Johnson and Johnson) are:

1. **Positive Interdependence**
   Students are dependent on each other to complete the task. Interdependence can be established in several ways.

   a) Goal—the group produces a single product or the group receives a single mark. It is important when employing goal interdependence that individual accountability is clearly outlined.
      Example: Grade 6A—Local Government
      Partners interview parents and teachers to get views on the services the local government should provide. The partners must interview together and record all views on one list. Both must agree that all views are recorded accurately. The teacher will randomly choose one person to present the list, so both students must be prepared.

   b) Task division of labour—each member of the group is assigned a specific task.
      Example: Grade 4A—Changes in Native Lifestyle
      First the group makes a list of changes which the fur trade brought to the Native lifestyle. Then each member of the group must illustrate or write a poem or paragraph of one of these changes. Finally, each member's contribution is glued on a large piece of construction paper.

   c) Resource—materials, resources or information are divided among group members.
      Example: Grade 6B—How Was the Ancient Greek Society Organized to Meet the Basic Needs of the People?
      The group briefly discusses the question. One member will be responsible for maps and pictures, another for books and the third for filmstrips. The group separates to research, then meets to share and record facts on their individual fact sheets. The teacher may structure this more by providing a different information sheet to each member of the group.

   d) Role—each member of the group is assigned a different role.
      Work roles—reader, recorder, calculator, checker, reporter
      Example: Grade 5A—Far North Region
      In groups of three, students read about the people in the Far North region to discover answers to class-generated questions. One student is the reader, one is the recorder and one is the reporter.

      Group skill roles—encourager of participation, praiser, checker for understanding
      Example: Grade 6A—Local Election
      Students work in groups to research and prepare written information about the candidates running in the local election. One student is responsible for making certain that all members have opportunities to participate, another is responsible for praising the good

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[1] Based on the work of and printed with the permission of Roger T. Johnson and David W. Johnson.
D.W. Johnson, R.T. Johnson and E. Holubec. *Circles of Learning: Cooperation in the Classroom.* Revised Edition, Edina, MN: Interaction Book Company, 1986.

ideas and work of members ("That's a good idea because..."), and the third is responsible for posing questions to ensure that all members understand and can explain their research. The teacher circulates with a checklist to record group skill use.

e) Reward—joint rewards are given to groups that meet established objectives. Use them with caution.
Example: "The groups that keep quiet voices and share their information may... (whatever your students consider a reward) when their chart is complete."

2. **Face to Face Interaction**
This may be facilitated through:
a) the arrangement of the classroom—students within a group should be as close together as possible.
b) shared resources—the group is given one page rather than a page for each member.
c) the structure of the assignment—for example, each member must state an opinion/contribution in turn.

3. **Individual Accountability**
a) The learning objective must be clearly stated and understood by the students.
b) Individual progress in relation to the learning objective is assessed and each student is given feedback. Practice tests, randomly selecting members to explain answers, randomly selecting one paper from the group to be marked and having members edit each other's work are examples of how individual accountability may be structured.

4. **Interpersonal and Small Group Skills**
These social skills must be taught and valued in the classroom. Students need time to analyze how their group is functioning and to assess how they are employing the skills that have been taught. Observation of students at work in cooperative learning activities will assist the teacher in assessing the skills that the students already possess and the skills which need to be taught. Johnson and Johnson identify four levels of cooperative learning skills: Forming, Functioning, Formulating and Fermenting. The first three are appropriate for Division One and Two teachers to consider. It must be remembered that these are levels; skills from one level must be in place before progression to the next can be facilitated.

a) "The Basics"—Forming
These skills are needed for a group to function:
- moving into groups quietly without disruption to others
- staying with the group
- using quiet voices
- encouraging everyone to participate
- keeping hands and feet to yourself
- using names
- looking at the speaker
- no "put-downs."

Forming skills must be established for learning to occur. Students may need practice in these skills, which may become major learning objectives when introducing cooperative learning.

b) "Making the Group-Work Work"—Functioning
These skills help students manage the group task and maintain working relationships within the group.

- stating and restating the purpose of the assignment
- setting or calling attention to time limits
- offering procedures on how to most effectively complete the assignment
- expressing support and acceptance
- asking for help or clarification
- offering to explain or clarify
- paraphrasing and clarifying another's contributions
- energizing the group by suggesting new ideas, through humour or enthusiasm
- describing one's feelings when appropriate.

The participation skill objectives within the *Program of Studies* and the nature of the curriculum provide opportunities to teach and practise these skills throughout the year. Focus on the skills most suited to the needs of your group. Identify and encourage the skills throughout all classroom work.

c) "Understanding the Information"—Formulating
These skills are aimed at providing formal methods for processing information.

- Summarizing out loud what has been read or discussed. All important ideas and facts should be included.
  Example: "Attention, class. Let's just take a few minutes to remember what we've learned so far in research today. Would Number Two in each group remember and tell your partners as much as you can. Numbers One and Three listen carefully."

- Seeking accuracy in each other's summaries.
  Example: "Good. I see that everyone listened very carefully. Was there anything you didn't understand? Is there information that you can remember to add to what your group has learned? Take the next five minutes to ask and answer questions."

- Seeking elaboration—students relate what they are learning to prior learning.

- Discussing reasoning processes used by group members.
  Example: "Those of you who had the maps and pictures, please explain to your partners how you looked at them and decided what facts were there."

5. **Group Processing**
Time should be set aside for the students to consider their progress in relation to the interpersonal and small-group skill objectives. This may be done in several ways.
a) The teacher poses questions for the group to discuss (e.g., "What did your group do well to accomplish your assignment?" "What should your group work to improve next time?").
b) The teacher shares the results of his or her observation with each group, and asks them to choose one area to work on for the next class.
c) The group may rate themselves as a group or individually on a checklist provided by the teacher.
d) One member of the group may be the observer and record group skills as they are employed. The observer then reviews the checklist with the group and they choose a goal.

PLANNING FOR COOPERATIVE LEARNING

1. Identify the learning objectives for the lesson (knowledge, skill and attitude).
2. Decide how positive interdependence will be created.
3. Plan a process to facilitate students' analysis of their work within the group.
   Examples: class discussion, student–teacher interview, self checklist, teacher observation
4. Plan Student Groups:
   a) Size: for students inexperienced with cooperative learning, it is best that the group be limited to two or three students.
   b) Composition: heterogeneous groups are recommended.
   c) Methods of Forming Groups: simple, clear–cut procedures are necessary. Time taken to "practise" moving into groups is well invested.
      Examples: Use place–cards to identify group members and their work location, (e.g., coloured strips of paper with a matching location "flag," matching symbols or pictures).

The Lesson

Sharing objective and purpose (knowledge and skill objectives). Specific examples of appropriate group skill behaviour will assist the students.

Example: Define the group goal and explain how students will demonstrate what they have learned.
Explain how student work will be evaluated in relation to the objectives.
Review appropriate behaviours.
Set time limits.
Circulate to monitor student progress and stop to teach skills where necessary.

Lesson Example: Grade Four

In which ways did the Natives influence the European lifestyle?

1. Objectives
   Knowledge
   How the Natives affected the lifestyle of the traders and settlers.
   Skills
   Acquire information by reading to identify the main idea and details.
   Organize information by classifying information under main headings.
   Participate cooperatively in group work.
   Attitude
   Appreciate the changes that the Europeans made in their lifestyle.

2. Preparation
   Have a chapter of a textbook selected which would supply the students with the necessary information.
   Divide the class into groups of three. Then select one group member to be a reader, one a recorder and one a reporter.
   Have paper ready for the students.

3. The Process
   Discuss the meaning of lifestyle with the whole class. Divide the class into groups and explain the role of each group member.
   Have the reader read the chapter to the rest of the group. As he/she is reading, the group may stop at any time and list a way in which the Natives influenced the Europeans. The recorder will write down the idea only if all group members agree.
   The reporter will show and describe the group's chart to the class.

Before groups start the above exercise, write the steps on the board.

1. Read the chapter and list ways Natives influenced Europeans.
2. Classify ways.
3. Make a chart.
4. Report to the class.

The lesson continues...

Lesson Example: Grade Six
Responsible Citizenship

1. Objectives
   Knowledge
   How individuals can participate in local government by making their position on an issue known.
   Skills
   Acquire information from newspapers, videotapes of local council meetings or actual attendance at a local meeting.
   Attitudes
   Satisfaction in exercising one's role as a citizen.

2. Preparation
   Get students to bring to school a newspaper that deals with a local issue of interest to the students. Divide the students into groups.

3. The Process
   Read and discuss the local issues with the students.
   Divide the students into groups and have them brainstorm ways in which they (as individuals) could make local council aware of their views on the issue.
   Have each individual write about what they are going to do to make local council aware of their views.
   Each group will then mount their work on a large piece of paper.
   The lesson continues...

Everyone Involved
Everyone carrying out a
People taking turns contributing ideas
People listening and paraphrasing
People encouraging kindly
Materials being shared

For further information on cooperative learning, please consult the following:

D.W. Johnson and R. Johnson, (1987) Learning Together and Alone: Cooperative, Competitive and Individualistic Learning. (2nd ed.) Englewood Cliffs, NJ: Prentice Hall.

D.W. Johnson, R. Johnson and E. Holubec (1986) Circles of Learning: Cooperative in the Classroom. Revised Edition, Edina, MN: Interaction Book Company.

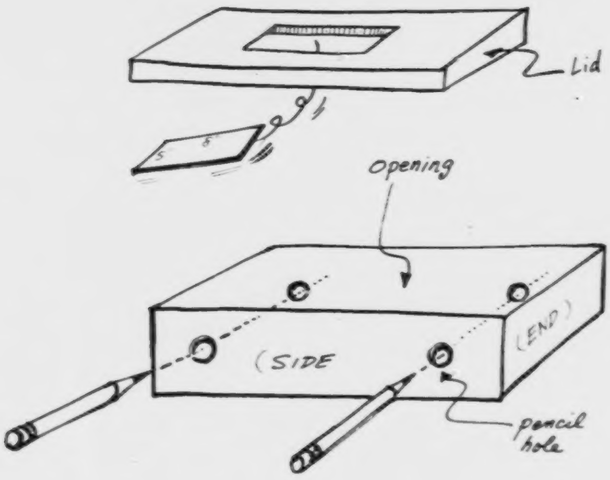
MOVING-PICTURE BOX

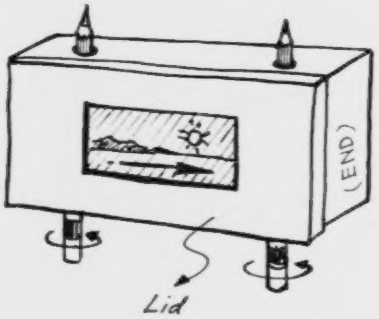
Directions to make a moving-picture box are outlined below.

Materials needed:
- shoe box
- two pencils or dowels
- long narrow strip of paper approximately 6" x 24"

Procedure:
1. In the lid of a shoe box cut a screen approximately 5" x 8".
2. In the body of a shoe box insert a pencil at both ends making holes large enough to allow the pencils to turn. The pencils should protrude from both sides of the shoe box.
3. Draw and colour/paint a series of pictures on the strip of paper.
4. Attach one end of the paper to one pencil and the other end of the paper to the other pencil. Turn the pencils to tighten the paper.
5. Place the lid on the box. The pictures are visible through the screen.
6. The moving-picture box is ready to view by turning pencils to move the paper.

Example: Could be used to show conservation of natural resources (Topic 4A) or interaction during the fur trade (Topic 5B).





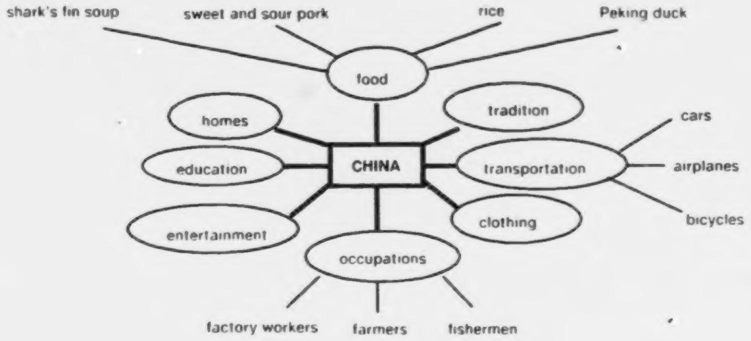
WEBBING (MIND MAPS)

Webbing is an effective way of organizing ideas and providing an overall view of a subject or issue. It can be used by teachers or students as a brainstorming or categorizing activity in the form of words and/or pictures. Place the main idea in the centre of the area being used. Place responses or ideas around that central idea. Colours, bubbles, arrows and wavy lines can be used to highlight significant information.

Example: Topic 6C

Say We're going to study about how the Chinese meet their needs. Before we discuss what we already know about the Chinese, let's review the different needs.

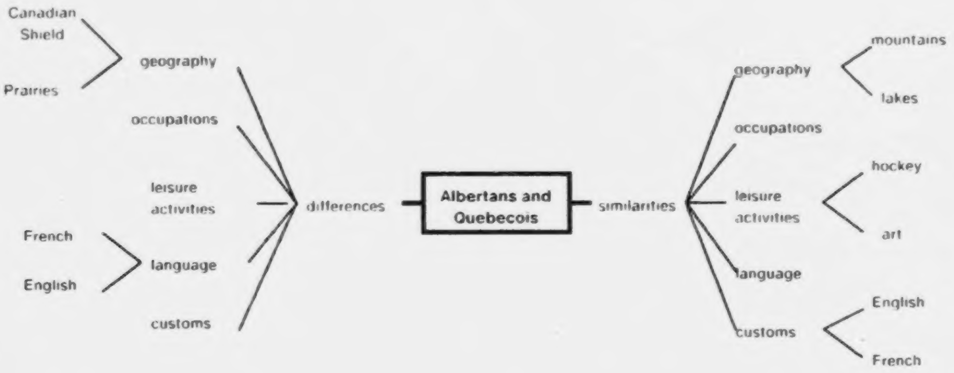
As students identify the different needs, make a large bulletin board mind map similar to the one below. When students share what they already know about China, add it to the mind map. As students research and share new information throughout the unit, continue to add or have students add to the mind map.


shark's fin soup
sweet and sour pork
rice
Peking duck
food
homes
tradition
cars
education
CHINA
transportation
airplanes
entertainment
clothing
bicycles
occupations
factory workers
farmers
fishermen

Example : Topic 4C

Say We've been studying about Alberta and Quebec. Working with a partner, make a mind map to show the similarities and differences between Quebec and Alberta.

Example


Canadian Shield
Prairies
geography
occupations
leisure activities
French
English
language
customs
differences
Albertans and Quebecois
similarities
geography
mountains
lakes
occupations
leisure activities
hockey
art
language
customs
English
French

Adapted from the work of Tony Bazano.

INTERVIEWS

An interview must be carried out so that everyone involved benefits from it. The following steps can be used as a guideline.

- Explain purpose of interview to students or have students identify the purpose of the interview.
- Generate possible interview questions. Questions can be generated as a class, group or individually.
- Invite, confirm and discuss the nature of the interview with your guest.
  - discuss the purpose
  - share insights into students' interests, maturity and attention span
  - share questions students might ask
  - discuss teaching aids that may appeal to students
  - confirm the time (including length) and place in writing
- Discuss procedures for the interview.
  - who welcomes guest
  - who asks the questions
  - who thanks the guest
  - how information will be recorded
- Discuss appropriate student behaviour.
- Carry out the interview.
- Follow-up activities should synthesize the information gathered (e.g., make a chart, mind map, draw, write a paragraph).
- Evaluate the interview by discussing the strengths and weaknesses of the process and how it may be improved.

THINK PAD

Think pads can be made from scrap paper that is stapled to form a small pad. Students may keep these think pads on their desks so they are easily accessible for jotting down ideas or answers.
Examples:

> Yesterday we talked about the links between Canada and the United States. On your think pads list four links.
>
> On your think pad list three rights and three responsibilities that you have at home.
>
> Champlain has several choices. List on your think pad the choices Champlain has. Be ready to share.

FIELD STUDIES

Field studies are an important part of a unit. They can be used as an introduction, information source or culmination. It is important that the field study has a purpose and provides a learning experience. Because a field study entails leaving the school, there are always numerous details that must be taken care of. Below are three planning stages that should be considered.

1. **Pre-Field Study Planning**

   Check to make sure:
   - adequate background knowledge is developed
   - ideas and objectives are developed
   - related materials (films, pictures, books) are available
   - follow-up activities are planned
   - approval of administration has been given.
2. **Arrangement of Field Study**
   - Decide where you are going and why you are going.
   - Arrange field study and get confirmation.
   - Arrange transportation and get confirmation.
   - Plan field study activities.

Example:
Make a field study booklet in which students can record their observations during the field trip (this may even include activities for the bus ride to and from the field study destination). A booklet of activities (approximately 10 x 14 cm) can be stapled onto heavy cardboard. A pencil can be attached to the cardboard using a string. The booklets can be taken off the cardboard after the field trip and the cardboards can be used again. Below is an example of four activity sheets from a field study of Local Council (Topic 6A).

Example:
Student Booklet Activities

Which topics were discussed at the local council meeting?

____

____

____

____

Who are the people on the local council?

____

____

____

____

Which topic did you find the most interesting? Why?

____

____

____

What are your feelings about this topic?

____

____

Who was the chairperson of the meeting?

____

____

____

What were the chairperson's responsibilities?

____

____

____

- Determine how many parent volunteers are required.
- Send out permission slips (asking for volunteers where required) and have students bring back signed and completed form.
- Meet with parent volunteers before leaving school to provide them with specific information and responsibilities:
  - Where and when to meet
  - Who will be driving (if applicable)
  - Names of children in group
  - How to help children complete activity booklet (if applicable)
  - What to bring
  - What to do and where to meet in emergency situation
  - Itinerary of activities.
- Discuss appropriate student expectations with class:
  - Purpose of field study
  - What to wear
  - What to do in case of emergency
  - Importance of being polite and listening to group leaders
  - Importance of cooperating in group
  - Importance of appropriate bus behaviour
  - How activity sheet/booklet will be completed.
- Have students' addresses and phone numbers.

3. **Follow-up Activities**

- As a class, review the purpose of the field study and discuss what was observed/learned.
- Write a thank you letter to the service/facility visited.
- Write a thank you letter to parent volunteers.
- Evaluate the field trip through discussion:
  - Were our questions answered?
  - What was the most interesting thing you learned?
  - How well did our field trip plans work?
  - If we were to do it again, how could we improve?
- Have students share what they have learned, by:
  - Writing in a journal about the field study
  - Painting or drawing a picture of what they observed
  - Constructing a model or diorama
  - Creating a bulletin board, exhibit or project
  - Preparing items about field study for a class or school newsletter
  - Charting new ideas or words gained from the trip
- Send a questionnaire home for parents to complete with their child:
  - Where did you go?
  - What did you see/do?
  - What did you like best?
  - What didn't you like?
  - Would you like to go again? Why or why not?

PARENT/COMMUNITY INVOLVEMENT

In social studies, parents and other people in the community are valuable resources. The topics studied in grades four to six promote parent/community involvement.

- Encourage parents to discuss with their children what they are learning.
- Invite volunteer parents to assist with social studies classes. Parents can help students at a learning centre (e.g., reading to the students, showing a filmstrip) or they can help a small group of students practise a specific skill.
- Parents can also assist the teacher with special events. For example:
    - field trips
    - demonstrations
    - projects (cooking, crafts, murals, etc.)
    - group work
    - research

- Parent involvement also includes their awareness of classroom activities and expectations. Teachers can encourage students to tell their parents what they learned in social studies. Teacher can communicate with parents through letters, newsletters, sample work, surveys, etc. For example:
    - self–evaluation checklists can be sent home with a place for parent signature and comments.
    - statements such as "The most interesting thing that I learned in this unit was . . . " or "Today I learned that . . . " can be shared with the parents.
    - send notes and make telephone calls regarding small successes.
    - through weekly, biweekly or monthly letters, communicate to parents what is being studied in social studies.
    - involve parents in student activities and projects, as in the example below.

Sample Letter

Dear Parents,

Our class is currently studying the people in Alberta's history. The students will be looking at a Native community, a fur trading settlement and the lives of Albertans during W.W. II. If you have any artifacts or pictures that might contribute to this study please let me know or send them to school with your son/daughter.

Thank you.

Yours sincerely,

____

- Involve parents and members of the community as resource people. Below are possible areas where parent/community involvement can be a great asset to the program.

Topic 4A Alberta: Its Geography and People
Parents and other members of the community that are associated with or work in jobs that relate to the use of natural resources can be invited to speak to the class.
e.g., What are the by-products of oil?
What happens to the coal that is mined?
Someone from the local government (city, county) or Alberta Energy Conservation Board may be invited to come in and discuss conservation with the students.
e.g., How can farmers in our area conserve soil?
How can we conserve water in our town/city?
Why are trees important in our area?

Topic 4B Alberta: Its People in History
Parents can contribute artifacts or pictures that are relevant to this study. Grandparents or people from senior citizen's homes may want to talk to the students about the people in Alberta's past.
Visit a local museum.

Topic 4C Alberta: A Comparative Study with Quebec
A person who lived in Quebec could talk to the students about the geography, occupations, leisure activities, language and customs of the Quebecois. Several parents could assist students in making a traditional French meal.

Topic 5A Canada: Its Geography and People
Parents and/or community members that have travelled, worked in or are familiar with other parts of Canada can be invited to speak to the class.

Topic 5B Early Canada: Exploration and Settlement
Individuals whose families have historical roots in eastern Canada could be invited to share information about their ancestors; e.g., where they settled, what life was like, hardships encountered.

Topic 5C Canada's Link With Other Countries
Invite individuals who are associated with a specific link to speak to a class; e.g., an individual from a local T.V. station to share information on the country of origin of most programs.

Topic 6A Local Government
Students can visit the local council chambers or watch the local council during a meeting. Members of the local council, provincial and/or federal government could be invited to speak to the students.
Individuals who have been deputy returning officers, scrutineers or poll clerks could be invited to speak on how elections are organized.

Topic 6B Greece: An Ancient Civilization
An archeologist could be invited to speak or send information on how his/her work helps us learn about ancient civilizations.

Topic 6C China: A Pacific Rim Nation
A person who has lived in China or had visited China would make a knowledgeable guest speaker.

EVALUATION

The general purpose of evaluation is to determine how well objectives are being achieved in the context of a particular teaching/learning environment. In social studies:

- evaluation should be a continuous process; it may occur at the beginning of a unit, during a unit and/or at the conclusion of a unit.
- evaluation should encompass the full range of social studies objectives.
- evaluation of selected objectives should be a cooperative process involving students and teachers.
- evaluation should include a variety of techniques for obtaining information (e.g., observations, informal and formal tests, parent and pupil conferences, checklists, written assignments).
- records should be maintained to provide sufficient information for decision making.
- evaluation should enable judgments to be made about the relationship between personal teaching style, instructional resources and student achievement.

Weighting: To evaluate the course or each topic (unit), knowledge and skill objectives should be given equivalent weighting. Attitude objectives should receive continuous and informal evaluation.

Evaluation can serve three different purposes: 1) diagnostic, 2) formative and 3) summative.

1. DIAGNOSTIC

The diagnostic evaluation is used to find out what students know. This assists teachers with further instructional planning. The results of diagnoses may be several:

- an objective need not be developed if students have previously achieved it,
- prerequisite skills should be taught before the instruction originally intended can proceed, and/or
- instruction should be differentiated to meet the needs of individual students.

Diagnostic evaluation greatly increases a teacher's ability to organize successful learning experiences for children.

2. FORMATIVE

Formative evaluation is the daily or frequent assessment of the student's progress. Progress is examined to give students feedback and to let teachers decide whether to modify methods or materials. Progress can be monitored by both teachers and students. Formative evaluation says to the student: this is where you are going, this is where you are, and this is what you need to learn. Formative evaluation says to the teacher: this is where the students are, this teaching strategy is effective/ineffective' and this instructional objective needs further refinement. When planning for instruction, select specific activities to be used for evaluative purposes.

3. SUMMATIVE

Summative evaluation is used at the end of a lesson or a unit to determine whether goals and objectives have been achieved. It is important that this phase of assessment is balanced; it should evaluate growth in skills and changes in attitude as well as the achievement of knowledge. A variety of evaluation instruments should be used for summative evaluation, not only paper and pencil tests.

EVALUATION TECHNIQUES

Any teaching strategy that will help the student make greater progress in learning can be used as an evaluation technique. The following tools may be used for evaluation:

- observation
- journal/daily log
- checklist
- student self-evaluation
- anecdotal record
- conferences or interviews with students
- collecting material
- questionnaires and inventories
- tests/quizzes.

Observation

By observing students, teachers can evaluate the process of learning as well as the product. Evaluative data may be obtained by

- observing and listening to students' comments, questions and expressions
- observing group interaction
- listening to group discussions
- observing drama play and role play
- observing students' use of time and materials
- observing students while they participate in classroom activities.

Observation is an ongoing evaluation tool that cannot be separated from daily classroom activities. Thus, observation is a continuous process.

Journal/Daily Log

Students record the activities of the social studies period and evaluate their own progress. They might also express opinions about activities or topics. The teacher can use this information to draw conclusions about student understanding and to plan further appropriate activities.

Entry example:

> Today we saw a filmstrip on the regions of Canada. I was surprised to find out that the regions were so different from one another. I would like to go to the Far North some day.

From the above journal entry the teacher may conclude that the student did understand the activity. It might also indicate to the teacher that a follow-up activity, such as having the students talk or write about which region they would like to visit and their reasons for their choice would be of interest to the student.

Collecting Materials

A collection of samples of work produced by the student can serve as a profile of the student's sequential growth and development. To be useful, the materials must be dated.

Checklist

Checklists can be used at various stages to evaluate the achievement of objectives. They can be used to monitor the students' progress or to serve as a record of concepts and skills introduced, developed, tested and maintained. Students can be observed as they are working by themselves or as part of a group. Various sample checklists are provided; teachers should modify these to meet the objectives of the unit as well as to meet the needs of the students.

SAMPLE CHECKLIST : PARTICIPATION SKILLS FOR GRADE 5

Date of Observation ________________

Name ____________________________

	Very Easily	Easily	With Difficulty	Improving
1. Makes meaningful contributions to discussions, supporting ideas with facts and reasons.				
2. Takes part in making the rules for group work.				
3. Accepts the role of leader and follower as the situations requires.				
4. Demonstrates respect for the rights and opinions of others.				
5. Participates in a small group discussion or activity by following established rules.				
6. Contributes to the various functions of group work; e.g., recorder, reporter, leader.				
7. Observes the courtesies of group discussion, such as speaking in turn and using appropriate tone.		✓		
8. Cooperates and compromises to solve group problems.				
9. Accepts and abides by the decision of the group or shares and defends a different point of view.				
10. Learns from criticism and suggestion; gives constructive criticism and suggestions.				
11. Distinguishes between work that can be done most effectively by individuals and that which calls for group effort.				

Note: See Skill Development Chart (pages 48–61) to develop Participation Skill Checklist for other grade levels.

SAMPLE CHECKLIST: ORAL PRESENTATION FOR GRADE 6

Date ____________________________________

Name____________________________________

	Excellent 3	Good 2	Adequate 1
1. Knowledge of topic			
2. Organizes material (uses main idea and sequence)			
3. Uses prepared notes			
4. Speaks clearly and audibly, using an appropriate social studies vocabulary			
5. Shows interest and enthusiasm			

Total score: ____________________

Comments:

____

____

____

____

SAMPLE CHECKLIST : SMALL GROUP ACTIVITY CHECKLIST

Key: A—Always
U—Usually
S—Sometimes

Name of Student	Cooperates	Demonstrates courteous behaviour	Keeps on task	Encourages others	Understands and follows rules	Contributes to group discussions

Group 1

Group 2

Group 3

SAMPLE CHECKLIST: GRADE 4 WRITING EXERCISE

Name: ____________________

Date: ____________________

Supports main idea(s) with appropriate detail.

0 1 2 3 4 5

Uses appropriate social studies terms.

0 1 2 3 4 5

Organizes ideas.

0 1 2 3 4 5

Uses pictures, drawings, diagrams, etc.

0 1 2 3 4 5

Gives consideration to spelling, punctuation, capitalization and sentence structure.

0 1 2 3 4 5

Total ________

25 points

Comments: ____

____

____

____

____

SAMPLE CHECKLIST: GRADE 6 REPORT WRITING

Name______________________ Topic_________________

	Possible Points
Content	
Is the topic fully covered?	10
Does the information apply to the topic?	
Are social studies terms used?	
Paragraphs	
Is the main idea supported with details?	10
Does each paragraph contain one topic?	
Organization	
Does the report progress logically?	10
Was consideration given to sequence of sentences? Paragraphs?	
Written Presentation	
Was consideration given to punctuation, capitalization, spelling and word usage?	10
Are pictures, drawings, charts, diagrams and/or maps included to support the written information?	
Was consideration given to spacing between title and paragraphs, and neatness in written work and diagrams?	

Total __________
40 points

Comments:____

____

____

____

____

____

____

SAMPLE CHECKLIST: RECORD OF SKILL DEVELOPMENT

E—Excellent
S—Satisfactory
N—Not Satisfactory

SKILL AREAS

Name of Student	Skill Area: Date:							
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								
21.								
22.								
23.								
24.								
25.								

SAMPLE CHECKLIST: RECORD OF STUDENT ACTIVITIES

The checklist may serve to keep an ongoing record of students' daily progress.

E—Excellent Completion of Activity
S—Satisfactory Completion of Activity
I—Activity Incomplete

STUDENT ACTIVITIES

Name of Student	Student Activity: Date:							
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								
21.								
22.								
23.								
24.								
25.								

STUDENT SELF-EVALUATION

Student self-evaluation can be completed at the end of a lesson or series of lessons and can serve to evaluate student participation, growth and/or performance within the program. For self-evaluation to be of value to the student, there should be a follow-up discussion or conference to examine its significance in future learning situations. A checklist of appropriate behaviour can be developed with the class before commencing an activity (e.g., group work).

Sample Student Self-Evaluation: How Did I Work with Others in My Group?

Name:____________________________

Give your group a mark from 1-5, depending upon how well you feel your group did.

1. Did I participate in the discussion or activity by following established rules?

   1 2 3 4 5

2. Did I contribute to the various functions of the group?

   1 2 3 4 5

3. Did I observe the courtesies of group discussion, such as speaking in turn and using appropriate tone?

   1 2 3 4 5

4. Did I cooperate to solve group problems?

   1 2 3 4 5

5. Did I demonstrate respect for the rights and opinions of others?

   1 2 3 4 5

My total score is:____________________

Sample Student Self-Evaluation: How Well Did I Do?

1. I cooperated with others in my group.

   Yes No Sometimes

2. I shared ideas in the small group discussions.

   Yes No Sometimes

3. I respected the opinions of others.

   Yes No Sometimes

4. I helped make the rules for the group work and followed the rules we made.

   Yes No Sometimes

5. I did my share of the work; e.g., served as recorder, reporter, leader.

   Yes No Sometimes

6. I cooperated to solve group problems.

   Yes No Sometimes

SAMPLE STUDENT SELF-EVALUATION: HOW WELL DID MY GROUP DO?

Give your group a mark from 1-3, depending upon how well you feel your group did.

1	Not Often
2	Sometimes
3	Almost Always

1. We respected each other's opinions.

1	2	3
Not Often	Sometimes	Almost Always

2. We all shared valuable ideas in our group discussions.

1	2	3
Not Often	Sometimes	Almost Always

3. We cooperated with each other.

1	2	3
Not Often	Sometimes	Almost Always

4. We contributed to the various functions of group work.

1	2	3
Not Often	Sometimes	Almost Always

5. We observed the courtesies of group discussion, such as speaking in turn and using appropriate tone.

1	2	3
Not Often	Sometimes	Almost Always

6. We all took part in making the rules for group work.

1	2	3
Not Often	Sometimes	Almost Always

My total score is __________

SAMPLE STUDENT SELF-EVALUATION: INQUIRY SKILLS GRADES 4-6

USING MY PROBLEM-SOLVING SKILLS

	Very Easily	Easily	With Difficulty
1. I understood the question.	☐	☐	☐
2. I made up research questions.	☐	☐	☐
3. I identified sources of information.	☐	☐	☐
4. I gathered and organized my information.	☐	☐	☐
5. I answered the question(s).	☐	☐	☐

USING MY DECISION-MAKING SKILLS

	Very Easily	Easily	With Difficulty
1. I understood the question.	☐	☐	☐
2. I made up research questions.		☐	☐☐
3. I identified sources of information.	☐	☐	☐
4. I gathered and organized my information.	☐	☐	☐
5. I suggested possible choices.	☐	☐	☐
6. I made a choice.	☐	☐	☐
7. I developed an action plan.	☐	☐	☐
8. I carried out my action plan.	☐	☐	☐

SAMPLE STUDENT SELF-EVALUATION OF DAILY PROGRESS

GRADE 5 TOPIC A

HOW WELL DID I DO?

Circle 3 if you did very well. Circle 2 if you did quite well. Circle 1 if you did not do this well.

1. I made a legend for my map. 3 2 1

2. I labelled the regions of Canada. 3 2 1

3. I placed the directions on my map. 3 2 1

4. I gave my map a title. 3 2 1

5. I labelled the regions neatly and added colour to my map. 3 2 1

My total = ________

Comments:

____

____

____

SAMPLE STUDENT SELF-EVALUATION OF PROGRESS

LOOKING AT MY WORK

Complete each sentence.

1. In Social Studies I worked on ______________________________
____

2. I learned ______________________________________
____

3. I felt good when I ________________________________
____

4. I would like some help with __________________________
____

5. Tomorrow I plan to ______________________________
____

CONFERENCES OR INTERVIEWS WITH STUDENTS

Teachers can interview students to discuss concepts, questions and problem areas, noting responses on a data collection sheet. The advantage of this method over testing is that the focus is not on one right answer, and the reading ability of the student is not a determining factor in the assessment.

Sample: Grade 5B

EARLY CANADA: EXPLORATION AND SETTLEMENT

Questions to be asked orally and recorded by the teacher

1. How did the Europeans affect the Native way of life? ______________________________
____

2. How did the Natives affect the European way of life? ______________________________
____

3. What problems did the Europeans bring with them for the Natives? ____________________
____
____

4. Why did the Hudson Bay Company and the Northwest Company compete with each other?
____
____

   Give me an example of competition in our community. ______________________________
____

5. Who would you have rather been, a fur trader for the Hudson Bay Company or the Northwest Company? Why?
____
____

6. Decision Making
James has landed on this new found land and has claimed it for his king. Although he hoped to find gold, he had found none. Instead, he had found coffee beans. Would his king believe he has found and claimed this land in his name when he was expecting gold? Should he bring one of the local people to prove to his king that he has indeed discovered a new land?

   What is the problem? ____
____

   What are some possible choices? ____________________________________
____

   What do you think James should do? Why? _____________________________
____
____

ANECDOTAL RECORDS

An anecdotal record is an objective description of some incident or situation, hence, based on what was observed not based on an interpretation. It can provide the teachers with a documentary account of changes in behaviour and of a student's progress. From the anecdotal records interpretations can then be drawn to assist teachers with program planning.

Sample: Anecdotal Record

Name: Blair	
Date	**Details**
September 15	Participated in the discussion about Alberta's resources. Understood and gave examples of renewable and non-renewable resources.
November 1	Interpreted a classroom pictograph on Alberta's resources.
November 9	Cooperated with his group.
November 10	Demonstrated through role playing the jobs related to the natural resource of water.

QUESTIONNAIRES AND INVENTORIES

Each topic includes objectives related to the development of desirable attitudes. Attitude objectives can be assessed continually and informally not only through observation but also through the use of questionnaires and inventories. On questionnaires or inventories, students can respond by giving ratings, making rankings or responding on a continuum.

Questionnaires and inventories can be used to check student attitudes at different points in a unit. It is important to remember that there are no correct responses. The responses can inform the student and/or the teacher of the views held.

The examples provided can be developed further.

Example 1

	Agree	Disagree	Not Sure
Put a check mark on the line to show how you feel.	_____	_____	_____
1. It is important that I become a responsibile citizen.	_____	_____	_____
2. I should participate as much as I can in my classroom.	_____	_____	_____
3. All people have rights.	_____	_____	_____

Example 2

As the teacher reads the sentences, write the word in the blank that best describes what you think.

Agree Not Sure Disagree

______________ 1. We should learn about Alberta's past.

______________ 2. People in Alberta's past have contributed to the development of Alberta.

______________ 3. Students learn more by working alone than by working in a group.

Example 3

After your teacher reads the sentence, write down the words that best describe how you feel.

Very Important Fairly Important Not Important

__________________________ 1. Participating in classroom discussions.

__________________________ 2. Doing my share in group projects.

__________________________ 3. Encouraging my classmates during group work.

Example 4

As your teacher reads the sentences, circle the words that describe what you think.

1. Everyone should respect how people meet their needs in other Canadian communities, for example . . .

   Agree Not Sure Disagree

2. I respect how people meet their needs in Canada.

   Agree Not Sure Disagree

3. Everyone should respect the way people live in China.

   Agree Not Sure Disagree

4. I respect the way people live in China.

   Agree Not Sure Disagree

TESTS/QUIZZES

Tests can provide useful information about the students' beginning competence, rate of progress and final abilities. Tests can also evaluate the students' acquisition of knowledge and skills, and their ability to apply knowledge and skills learned to different situations.

Techniques to test factual recall

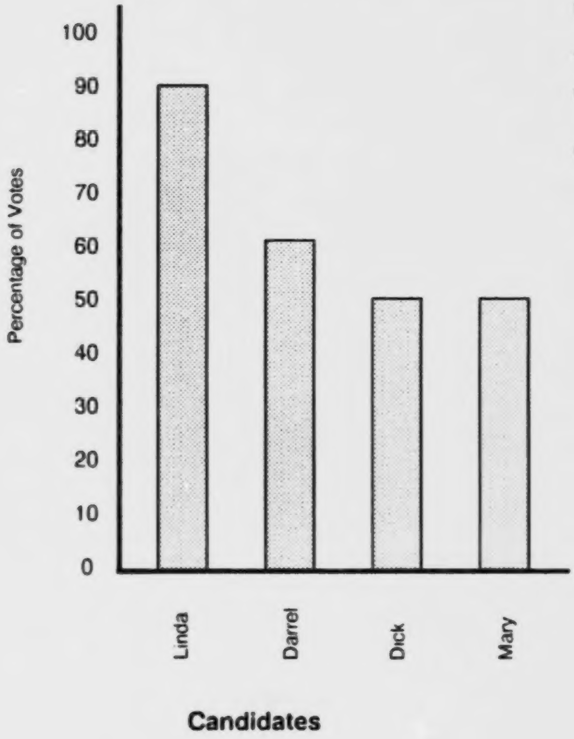
- Supply key words missing in statements of facts
- Answer multiple–choice questions
- Arrange in order the steps in a process
- Match vocabulary and definition or match vocabulary and picture
- Support response to true/false items with supporting data

Techniques to test higher level thinking (See Questioning, pages 68–70)

1. **Classify pictures, words and/or phrases.**
   Example: Topic 4A
   Distribute a set of pictures to pairs of students. Have them classify the pictures as renewable or non–renewable.
   Example: Topic 6A
   Label sheets of paper as rights and responsibilities. Have students list words or phrases which would fit under each of the categories.

2. **Interpret charts, diagrams, pictures, graphs and maps.**
   Example: Topic 6A

Percentage of Votes Taken by Candidates



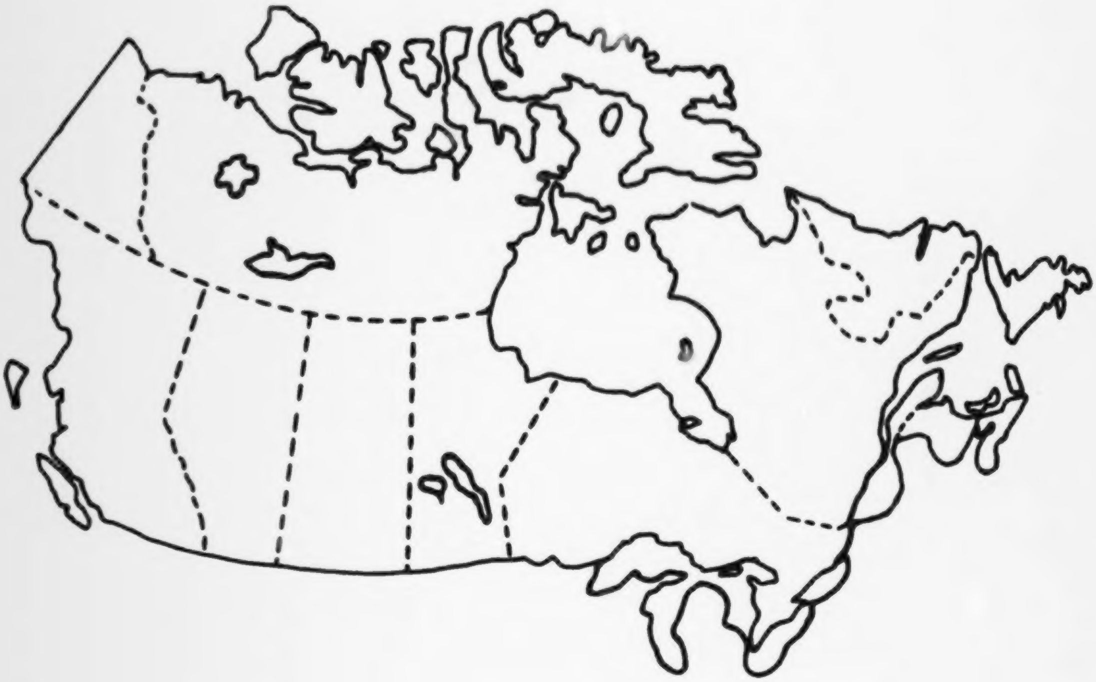
Who received the largest number of votes?

____

Who is the elected leader?_______________

Which two people had a tied vote?_________

Example: Grade 5 Topic A



Name the province to the west of Alberta.______________________________

If you went on a holiday to the Yukon, which direction would you travel?______________

In which provinces or territories would you expect to find many people working in the fishing industry?______________________________

Why? ______________________________

____

In which provinces or territories would you expect to find colder temperatures?__________

Why? ______________________________

____

3. **Match statements of cause and effect.**

a) The Europeans traded knives for furs with the Natives.

b) Natives taught Europeans to brew tea from spruce needles.

c) Natives started using guns.

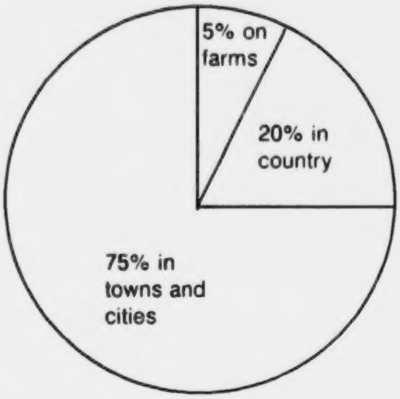
_____ Helped scurvy patients.

_____ Provided a greater variety in food.

_____ Made work easier.

4. **Select the conclusion to be drawn from information presented on a chart, diagram, graph, picture, cartoon, map study and/or map comparison.**

WHERE CANADIANS LIVE



Where does the largest percentage of Canadians live?

____

____

Where do the least number of Canadians live? ______________

____

____

5. **Draw conclusions from a given set of facts.**
   Example: Topic 6B
   The Greeks live closer to the equator than Canadians.
   How would the temperature in Greece be different from Canada's?

   Example: Topic 4B
   During the Great Depression there was very little precipitation. The crops did not grow. How did this affect Albertans?

6. **Draw conclusions from an imaginary dialogue in which a problem is discussed.**
   Example: Topic 5B
   Role play a bartering session between a Native and a fur trader.
   Discuss:
      How do you think these people settled their differences?
      How did they communicate?
      Would they have been fair to each other? Why?

7. **Interpret information gained from a field trip, interview, survey, guest speaker, etc.**
   Example: Topic 6A
   Interview with a member of the city council.
      What are his/her duties?
      How are local issues dealt with?

8. **Create a diorama, picture, mural, collage or model, to show understanding.**
   Example: Topic 5C
   Cut out or draw pictures to show the links between Canada and the United States.
   Example: Topic 6B
   Divide a sheet into four parts. Make four drawings to show how needs were met in Ancient Greece.

9. **Use a scenario as a basis for decision making.**
Example: Topic 5A
The people of one of the larger cities in Canada want to build an airport outside the city limits. The city councillors must decide where to locate the airport. Some of the citizens would like the airport close to the city so they won't have to travel too far to get to it. Other citizens would like the airport built on barren land located 80 kilometres from the city. They don't want the airport built on good farmland.

What is the problem?

____

____

List reasons for locating the airport close to town.

____

____

List reasons for locating the airport 80 kilometres away.

____

____

Where should the city councillors decide to locate the airport? Why?

____

____

10. **State the most important ideas learned from a unit of study.**
Example: Topic 6C
We studied China in this unit. What similarities and differences in problems do the Chinese people and Canadians face in meeting their needs?

Example: Topic 4C
We have just finished a study on Quebec and Alberta. What are the similarities and differences in Alberta's and Quebec's geography and lifestyle?

SAMPLE UNITS

These sample units, presented as a sequential series of lessons, exemplify one way to teach a topic. A sample unit is provided for each of the three topics in grades four to six. The mandatory objectives of the topic will be met if the developmental activities are used as suggested.

The developmental activities can be expanded, modified or replaced by other activities. When substituting activities or developing one's own unit of study, it is important that the activities selected meet the objectives of the topic. Practice and review activities as well as evaluation must be developed by the teacher as these are not built into the sample unit.

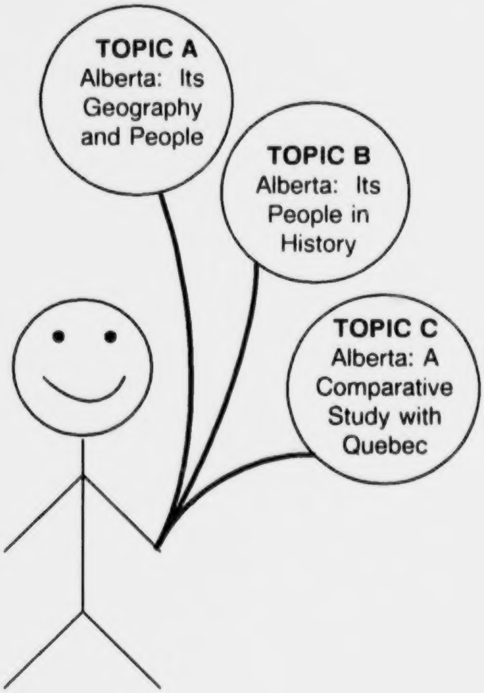
The suggested times are provided only as a guide. The time spent on a section will depend on the needs of the students.

An annotated list of learning resources is provided. When planning a unit, teachers will have to decide which learning resources will be used. The quantity of each learning resource purchased will depend on the organization of the unit and the needs of the students. Not all of the learning resources listed need to be purchased.

The following questions should be considered before using one of the sample units.

1. Will I use the sample unit as outlined or will I modify it?
   If I modify the sample unit, what objectives will be affected? How will I ensure that they are met?
2. What learning resources will be used?
   Are there other sources of information (e.g., resource people, museum?).
3. How will I provide practice activities for the students?
4. How will evaluation be built in throughout the unit?
   - What do students already know?
   - What needs to be learned?
   - Have the new learnings been achieved?
   - Have the goals and objectives of the unit been achieved?
5. How and when will review activities be used to reinforce what has been learned?

GRADE FOUR SOCIAL STUDIES


TOPIC A
Alberta: Its Geography and People
TOPIC B
Alberta: Its People in History
TOPIC C
Alberta: A Comparative Study with Quebec

The **Grade Four** Social Studies Program examines Alberta's geography, history and how it compares with that of the province of Quebec. Topic A focuses on interrelationships between people and their regions and resources. Topic B focuses on the people who have contributed to Alberta's history and development. The similarities and differences between Alberta and Quebec are examined in Topic C.

GRADE THREE

FOCUS: COMMUNITIES

TOPIC A: My Community Past, Present and Future
TOPIC B: Communities Need Each Other
TOPIC C: Special Communities

In **Grade Three**, students examine the history of their own community, the interdependent nature of communities and a culturally distinct community.

GRADE FIVE

FOCUS: CANADA, OUR COUNTRY

TOPIC A: Canada: Its Geography and People
TOPIC B: Early Canada: Exploration and Settlement
TOPIC C: Canada's Links With Other Countries

In **Grade Five** students will investigate the geography and history of early Canada and our links with the United States, Britain and France.

The Social Studies Program consists of attitude, knowledge and skill objectives. Social studies provides the context and content in which important attitudes and skills are developed.

The objectives in standard print that are in the screened boxes are mandatory (pages 126–128, 160–162 and 188–190). The italicized print is not mandatory but serves as a further explanation of the mandatory objectives. The objectives are followed by a sample unit for each topic. **The activities selected to develop the objectives for the topic are suggestions only.** The activities can be modified and/or replaced to meet the needs of the students, or teachers can develop their own units.

INQUIRY

Inquiry skills are developed by providing students with many experiences in problem solving and decision making within a grade. Each topic includes questions that range from those that have a solution based on the available evidence to those that are issues. The list of questions and issues is not intended to be inclusive. The success of inquiry is enhanced by selecting questions and issues that are concrete, relevant, meaningful and of interest to students. Inquiry can be teacher or student generated.

The following two strategies can be expanded, modified or combined to suit specific topics, resources and student maturity.

PROBLEM-SOLVING STRATEGY

Understand the question/problem
  What is the question/problem?
  What are we looking for?

Develop research questions and procedures
  What do we know?
  What do we need to find out?
  Where can we find the information?

Gather, organize and interpret information
  How can we organize the information?
  What is the information gathered telling me/us?

Develop conclusion/solution
  What have we learned?
  What conclusions can be drawn?

DECISION-MAKING STRATEGY

Understand the issue/problem
  What is the issue/problem?
  What are we looking for?

Develop research questions and procedures
  What do we know?
  What do we need to find out?
  Where can we find the information?

Gather, organize and interpret information
  How can we organize the information?
  What is the information gathered telling me/us?

Think of alternatives
  What choices do we have?
  What are the advantages and disadvantages of each choice?

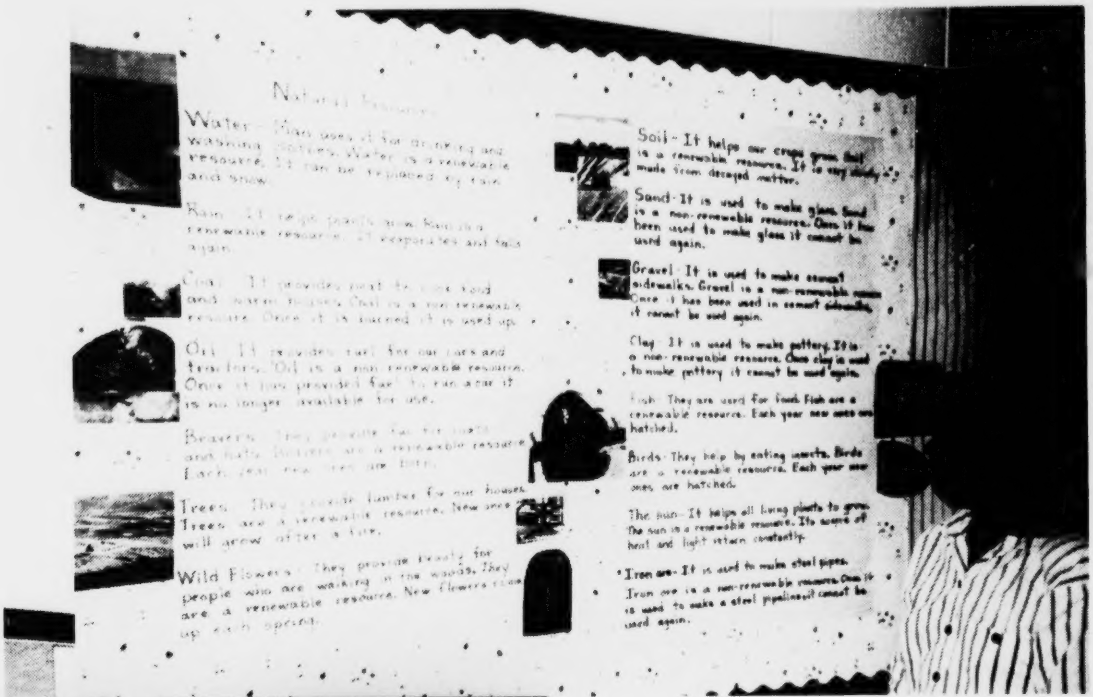
Make a choice
  What is my/our choice?
  Why is this my/our choice?
  What is the reason(s) for my/our choice?

Take action, (if feasible and desirable)
  What can we do? Do it.
  Was that a good thing to do? Why or why not.
  Was this a good way to examine our issue?
  Why or why not?

For more detailed information regarding inquiry, refer to pages 6–21.

For more detailed information regarding skills, refer to the Social Studies Skill Development Chart on pages 48–61.

GRADE 4 TOPIC A: ALBERTA: ITS GEOGRAPHY AND PEOPLE


Water
Rain
Coal
Oil
Beavers
Trees
Wild Flowers
Soil
Sand
Gravel
Clay
Fish
Birds
The sun
Iron ore

FOCUS: ALBERTA

TOPIC A: ALBERTA: ITS GEOGRAPHY AND PEOPLE

This unit focuses on the geography of Alberta; the regions and natural resources. Throughout the unit, emphasis is placed on the interrelationships between people and their environment as well as the impact people have on their environment. How natural resources are used and the resulting impact on Albertans and the environment are examined. Choose two natural resources (e.g., oil, water, forests, coal, land); one renewable and one non-renewable resource, for an in-depth study. The intent of the unit is to develop an increased sensitivity to the importance of using natural resources wisely.

ISSUES AND QUESTIONS FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions:
How do Albertans make use of their natural resources?
What is the effect of technology on the location, development and use of natural resources?
Do the natural resources in Alberta supply all our needs?
How does our way of using natural resources affect/influence our environment?
Are we conserving our resources for future generations?

Issues:
Should people make major changes to their physical environment to meet their needs?
Should resource development be allowed regardless of location or previous designation of land use (e.g., provincial park, agricultural land, reserve, archeaological reserve, historical site, wildlife sanctuary)?
How should we use natural resources in ways that best benefit Albertans and others?
Should we use our natural resources without limitations?

KNOWLEDGE OBJECTIVES The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION – The availability and use of natural resources affects people and their environment.

GENERALIZATION	CONCEPTS	RELATED FACTS AND CONTENT
The environment can affect the way people live.	environment—*the surroundings in which a person, animal or plant lives.*	• geographic regions of Alberta (mountains, foothills, plains, lowlands and rivers/lakes) with emphasis on the natural resources specific to each region • the ways in which the environment (climate, landforms) affects people and the way they live (for example, because Southern Alberta is dry and flat, sheep and cattle ranching predominate)

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
		• the natural and man-made components of the environment (e.g., natural: rivers, forests, water; man-made: dams, buildings, roads)
Our way of life and our environment are affected by the presence and use of natural resources.	natural resources—*a material that is supplied by nature and is useful or necessary to man (water, forests, land, animals, minerals, fossil fuels)* renewable resources—*a resource that creates a new supply of itself (e.g., forests)* non–renewable resources—*a resource that once used cannot be used again (e.g., oil)*	• natural resources available in Alberta (land, water, fossil fuels, animals, forests, minerals) • difference between a renewable and a non-renewable resource • people modify and change the environment according to their needs (e.g., the construction of roads) • ways in which natural resources affect people and the way they live (e.g., oil industry in Fort McMurray provides jobs, so people move there) • changes in technology can affect our use of natural resources (e.g., pipelines can transport oil and gas to markets much quicker than other means)
Conservation is important to Alberta's future.	conservation—*the protection and wise use of the natural resources of a country*	• reasons for conservation • ways to conserve our natural resources and to protect our environment, such as: – walk to the store instead of using the car – turn off the lights when leaving a room – use appropriate receptacles for garbage

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- identify possible sources of information (print, non-print, interviews, survey, etc.)
- locate information, using library skills to choose appropriate resources for research
  - find different categories of books according to the Dewey Decimal System
  - use a card catalogue to find call numbers
  - use call numbers to find resources
  - use the card catalogue to learn that a book is listed three ways—by subject, by author and by title
  - use files to obtain pamphlets, pictures, clippings, etc.
  - use table of contents, index, glossary
- select pertinent information from newspapers, magazines and pamphlets
- acquire information by reading to find the main idea and supporting details
- acquire information and draw inferences from pictorial resources (pictures, graphs, charts)

- gather information by conducting a survey of opinions on conservation of Alberta's resources
- organize information through the use of pictures, charts, graphs and reports accompanied by a title
- interpret the relationships and draw inferences from graphs, tables, charts
- use computer programs to assist in the study of specific content areas (where appropriate software and hardware are available)

Geography/Mapping

- use and interpret aerial photographs and maps of Alberta
- describe the location, using cardinal and intercardinal directions
- locate and describe major geographical regions and specific geographical features such as lakes, rivers, cities and mountains
- use maps of different scales and themes (e.g., natural resources) in an atlas
- make an outline map of Alberta accompanied by developed symbols and legend showing major cities, mountains and main rivers
- orient desk outline, textbook and atlas maps correctly to the north
- compare distances in kilometres to places under study
- use colour contour and visual relief maps to visualize the nature of the areas shown

Analyzing/Synthesizing/Evaluating

- analyze how changes in technology can affect our use of natural resources
- analyze how the use of a natural resource can affect the rest of the environment
- predict the consequences of misusing natural resources
- compare and contrast points of view and underlying values; e.g., about how Alberta's resources are used
- draw conclusions about the use of renewable and non-renewable resources

COMMUNICATION SKILLS

- use simple illustrations, charts and graphs to support written work (two to four sentence paragraphs)
- use an illustration (e.g., cartoon, poster) to show how natural resources are used, or the importance of conservation
- organize information on a topic using a simple outline, webbing, retrieval chart, etc.
- in a final written product, apply the skills of revising and editing by considering content, organization, vocabulary, sentence structure and mechanics of writing

PARTICIPATION SKILLS

- make meaningful contributions to discussions, supporting ideas with facts and reasons
- participate in a small group discussion or activity by following established rules
- cooperate and compromise to solve group problems
- plan, carry out and evaluate an action aimed to demonstrate conservation

ATTITUDE OBJECTIVES

The student will be encouraged to develop:

- appreciation of the impact that people can make on the environment
- concern for the needs of future Albertans
- appreciation of and pride in the beauty of the natural environment
- cooperation in efforts to conserve
- respect for someone's opinion, viewpoint and property

GRADE 4 TOPIC A: ALBERTA: ITS GEOGRAPHY AND PEOPLE

RESOURCES

Basic

Alberta Geography Series Kit (National Film Board) 1984
The kit consists of three filmstrips, each accompanied by an audiotape and teacher's guide. The filmstrips are entitled, "Alberta's Natural Resources," "Landscapes of Alberta" and "Human Impact on Landscapes."

Alberta Wall Map—Division II (Hosford Publishing) 1984
Characteristics of this large, easy-to-read map (165cm x 106cm, mounted on wooden dowels with adjustable hangers) include a simplified division of land into agricultural, forested and mountainous regions. Major rivers, roads and railroads are included on the map. Cities, towns and villages are identified with graduated lettering.

Nelson Canadian Atlas (Nelson Canada) 1988

The Canadian Oxford Intermediate Atlas (Oxford University Press) 1984

Recommended

Sunrise Special: Metis Settlements (ACCESS Network) 1989
Five Metis settlements are visited to find out how the people use natural resources. The 30-minute video can be used to introduce or review natural resources. Available from:

ACCESS Network
Media Resource Centre
295 Midpark Way S.E.
Calgary, Alberta
1-800-352-8293

How Should Albertans Use Their Natural Resources? Teaching Unit (Alberta Education) 1979
The teaching unit provides in-depth case studies of non-renewable and renewable resources. It has been developed based on a learning centres approach. Select those sections that relate to the new curriculum.

Other Resources

Wall Map of Canada

The following Alberta Heritage Learning Resources are not available for purchase but may be available in your school or another school in your jurisdiction.

Landscapes of Alberta (Heritage Series) 1980
Focuses on the major landforms, rivers and lakes in the province.

A Province at Work (Heritage Series) 1980
Focuses on the industries in Alberta.

Other Resources (continued)

From the Ground Up (Heritage Series) 1980
Examines agriculture in Alberta.

The Nature of Things (Heritage Series) 1980
Focuses on the plants and animals in the province.
Junior Atlas of Alberta (Heritage Series) 1980
An atlas that documents the development of Alberta, settlement patterns, resource sites, and has a variety of charts, graphs and maps with information about Alberta.

Aerial Photographs—Aerial photographs of your community can be ordered from:
Maps Alberta—Air Photos
Forestry, Lands and Wildlife
Land Information Services Division
2nd Floor, North Petroleum Plaza
9945—108 Street
Edmonton, Alberta
T5K 2G6
Telephone: (403) 427-3520
If you give Maps Alberta a community's location, they will be able to send an aerial photograph and a map of the same area at the same scale. Most parts of the province have been photographed more than once so when ordering, specify whether you require the latest photograph or photographs taken at different times for comparative purposes. For ease of understanding, ask for the largest scale. Maps Alberta can make enlargements of specific areas. The regular aerial photographs (25 x 25 cm) cost $2.50. Enlargement prices range from $9-$19.

Note: Not all of the above resources are needed in Topic 4A. Select the combination that meets the needs of your students and based on what is available.

See Learning Resources, page 42.

SAMPLE UNIT

GRADE 4 TOPIC A: ALBERTA: ITS GEOGRAPHY AND PEOPLE

The following sample unit is one way to approach the teaching of this topic. The mandatory objectives of the topic will be met if the developmental activities are used as suggested. The sample unit is set up as a sequential series of lessons.

The developmental activities can be expanded, modified or replaced with other activities. When substituting activities or developing one's own unit of study, it is important that the activities selected meet the objectives. Practice and review activities as well as evaluation must be developed by the teacher because these are not built into the sample unit.

PART 1: WHAT IS OUR PROVINCE LIKE?

ESTIMATED TIME: 5 (30 minute) periods

RESOURCES:
Landscapes of Alberta from Alberta Geography Series (filmstrip)
Aerial Photographs
Wall Map of Alberta and Canada
Transparency of Canada
Nelson Canadian Atlas, pp. 16–19, 26–27
The Canadian Oxford Intermediate Atlas, pp. 6–9
Junior Atlas of Alberta, pp. 13, 16–17
Landscapes of Alberta (Heritage Series)

KNOWLEDGE OBJECTIVES

Related Facts and Content

Geographic regions of Alberta (mountains, foothills, plains, lowlands and rivers/lakes) with emphasis on the natural resources specific to each region.

SKILL OBJECTIVES

Process Skills

Use and interpret aerial photographs and maps of Alberta.
Make an outline map of Alberta accompanied with developed symbols and legend showing major cities, mountains and main rivers.
Describe the location, using cardinal and intercardinal directions.
Locate and describe major geographical regions and specific geographical features such as lakes, rivers, cities and mountains.
Orient desk outline, textbook and atlas maps correctly to the north.
Use colour contour and visual relief maps to visualize the nature of the areas shown.
Compare distances in kilometres to places under study.

DEVELOPMENTAL ACTIVITIES

- **Location of Alberta**—With the use of an overhead and a transparency of Canada or a wall map of Canada show where Alberta is in relation to other provinces of Canada.
  Discuss:
  What province is to the west of Alberta? East?
  What area is to the north of Alberta?
  What country is to the south of Alberta?
  What provinces are to the east of Alberta? West?
  What territory is to the Northwest of Alberta?

- Distribute an outline map of Alberta to each student and an atlas (e.g., Junior Atlas of Alberta). Have each student put the cardinal directions on the map.

  Using a map of Alberta, discuss and locate major cities of the province, and discuss why they are important. Have students locate and label cities on their own map.

  Have students then locate and label their own community on the map.

  Using an atlas, have students calculate the distance between places in Alberta. Introduce the scale used. Do several examples as a whole class. Then have students do several with a partner.
  e.g., Edmonton to Calgary
  Calgary to Banff
  Banff to Jasper
  Edmonton to Peace River
  Medicine Hat to Red Deer
  Fort McMurray to Lethbridge
  Compare the distances between the locations.

- **Physical regions of Alberta**—Have students make an outline map of Alberta. After students turn to a page in an atlas that shows the physical regions of Alberta, have them use the legend to locate the physical regions.

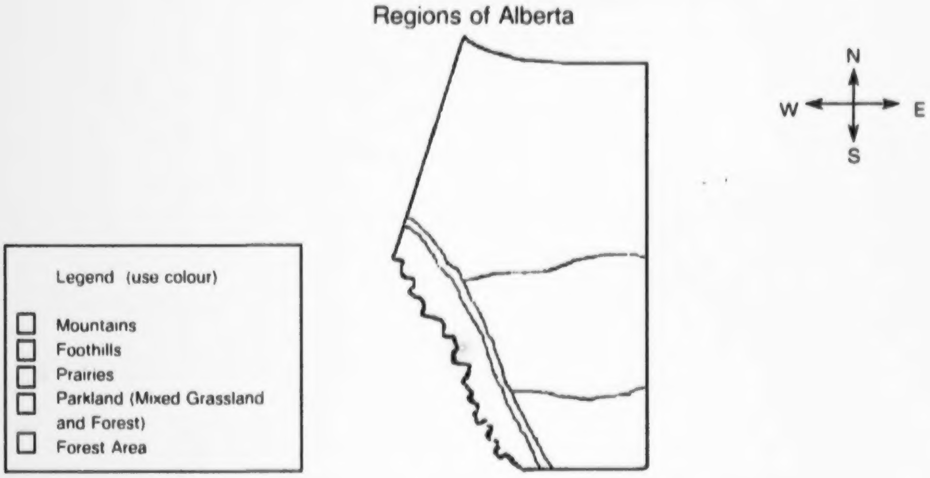
  Ask students to locate and explain where the mountains are in relation to the capital city
  (i.e. southwest boundary of the province).

  Outline the mountain region on a transparency or on a wall map. Then have students locate and label the region on their own map. Have students choose a colour for this region and put it in the designated legend box.

  Follow the same directions for the foothills, parkland, prairie and forest areas (northern Alberta uplands).

  On completion of regional locations have students colour the areas and label the map, "Physical Regions of Alberta."

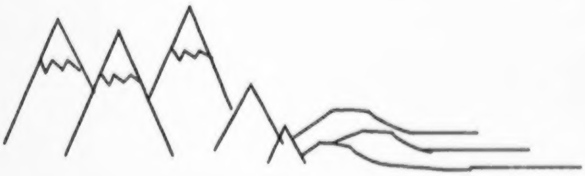
Example of an outline map of Alberta



- Have students look at aerial photographs of these regions or your own community. Discuss the distinctive features of the area and how areas may have changed over time.

- Have students close their eyes and imagine the Rocky Mountains, then the foothills and then the flatter plains. As soon as they open their eyes have them sketch what they imagined.

E.g.,



- Have students put their finger on the region that matches the following:
  Has the most trees.
  The highest part (elevation) of Alberta.
  Where farmers grow grain.
  Where the rivers start.
  The driest part of Alberta.

  Discuss:
  In which part of the province are most farms? Why?
  Which part of the province has more trees? Why?

- **Rivers and Lakes**—Using any combination of the following: transparency, wall map and atlas, have students locate and label the major rivers and lakes. (e.g., Peace River, Athabasca River, North Saskatchewan, South Saskatchewan, Lesser Slave Lake, Lake Athabasca, etc.).

  Discuss:
  Which direction do the rivers flow? How can we tell?

- **Review of Part I**—Have students develop three to five questions with accompanying answers on Alberta related to location, regions, lakes and rivers. Select several students to ask the class one of their questions. Pair off students to deal with the remaining questions. If feasible, a map should be used in this exercise.

PART 2: IDENTIFICATION OF NATURAL RESOURCES

ESTIMATED TIME: 3 (30 minute) periods

RESOURCES: Magazines
Newspapers

KNOWLEDGE OBJECTIVES
Concept
Natural Resources
Related Facts and Specifics
Natural resources available in Alberta (land, water, fossil fuels, animals, forests, minerals).

SKILL OBJECTIVES
Process Skills
Select pertinent information from newspapers, magazines and pamphlets.
Acquire information and draw inferences from pictorial resources (pictures, graphs, charts).

DEVELOPMENTAL ACTIVITIES

- **Concept of Natural Resources**—Using magazines and newspapers have students cut out pictures of items they use, need or enjoy such as food, articles of clothing, books, pencils, toys, games, telephones, plastic dishes, etc.

  Explain to the students that everything in use today comes from nature and is of value to people. Use several students' pictures to discuss what was used from nature to make the item.
  For example,
  hockey stick—forests
  food—land
  diamond ring—mineral
  milkshake—animal
  telephone—oil/minerals
  car—minerals/oil

  Explain that the items we use, need or enjoy come from nature. A natural resource is something provided by nature and that has value to human beings. Any natural feature becomes a resource when man uses it to supply his needs or to serve his wants. Provide students with several examples.
  A tree is a natural resource. It provides lumber for our houses.
  Rain is a natural resource. It helps plants grow.
  Soil is a natural resource. It helps our crops grow.
  A bird is a natural resource. It helps by eating insects.

- Provide each student with two cards. Have them write example on one card and non-example on another card. (See Concept Development, pages 65-67). As the teacher reads each of the following statements, have the students identify whether this is an example or a non-example of a natural resource by holding up the appropriate card.

  (E) Water is a natural resource. Man uses it for drinking and washing clothes.
  (E) Coal is a natural resource. It provides heat to cook food and warm houses.
  (N) A skateboard is a natural resource. It provides exercise for many people.
  (E) Oil is a natural resource. It provides fuel for our cars and tractors.
  (N) A desk is a natural resource. It is used in school.
  (E) A fish is a natural resource. It is used for food.
  (N) A truck is a natural resource. It helps us haul groceries.
  (N) A television is a natural resource. It provides us hours of entertainment.
  (E) Iron ore is a natural resource. It is used to make steel pipes.
  (E) Sand is a natural resource. It is used to make glass.

- As a class, make a list of natural resources. Use those as a basis to make a wall chart. Have each student select one of his/her pictures to glue onto the wall chart.

- **Items Made from Natural Resources**—Supply students with a Natural Resource Chart (see below). Ask students to paste their picture or draw pictures under the appropriate heading. Each heading should have at least two examples.

ITEMS MADE FROM NATURAL RESOURCES

Water	Forests	Land	Animals	Minerals	Fossil Fuels

PART 3: RENEWABLE AND NON-RENEWABLE RESOURCES

ESTIMATED TIME: 8 (30 minute) periods

RESOURCES: *Landscapes of Alberta* and *Alberta's Natural Resources* from
Alberta Geography Series (filmstrip)
Atlas of Alberta/Canada

KNOWLEDGE OBJECTIVES

Generalization

The environment can affect the way people live.

Concepts

Environment
Renewable resources
Non-renewable resources

Related Facts and Specifics

Geographic regions of Alberta (mountains, foothills, plains, lowlands and rivers/lakes) with emphasis on the natural resources specific to each region.

The ways in which the environment (climate, landforms) affects people and the way they live (for example, because southern Alberta is dry and flat, sheep and cattle ranching predominate).

The natural and man-made components of the environment (e.g., natural: rivers, forest, water; man-made: dams, buildings, roads).

Natural resources available in Alberta (land, water, fossil fuels, animals, forests, minerals).

Difference between a renewable and a non-renewable resource.

SKILL OBJECTIVES

Process Skills

Locate information, using library skills to choose appropriate resources for research.

- find different categories of books according to the Dewey Decimal System
- use a card catalogue to find call numbers
- use call numbers to find resources
- use the card catalogue to learn that a book is listed three ways—by subject, by author and by title
- use files to obtain pamphlets, pictures, clippings, etc.
- use table of contents, index, glossary.

Organize information through the use of pictures, charts, graphs and reports accompanied by a title.

Locate and describe major geographical regions and specific geographical features such as lakes, rivers, cities and mountains.

Use maps of different scales and themes (e.g., natural resources) in an atlas.

Participation Skills

Make meaningful contributions to discussions, supporting ideas with facts and reasons.

Participate in a small group discussion or activity by following established rules.

Cooperate and compromise to solve group problems.

ATTITUDE OBJECTIVES

Appreciation of and pride in the beauty of the natural environment.
Respect for someone's opinion, viewpoint and property.

DEVELOPMENTAL ACTIVITIES

- **Concept of Renewable and Non-renewable Resources**—Take a tour of your school and/or schoolyard to look for items that are found in nature or that have been produced from nature.

  Before the tour, discuss:
  - Why should other people's property be respected?
  - Why should we respect the environment?
  - How do we show respect for other people's property? the environment?

  Divide the class into pairs. Provide each pair of students with a clipboard and a recording sheet.

NATURE	PRODUCED FROM NATURE
e.g., tree branch rocks/gravel grass	e.g., rubber tire swing styrofoam cup pop can

- After the students have collected their information, have them discuss their findings.

  Have each student share one item listed on his/her "Recording Sheet" with the rest of the class. As students share their ideas, record them in two separate lists, renewable and non-renewable resources. Do not list the headings.

  After all the responses have been given, ask the students how the items in each column are similar/different.

  Add the headings, renewable resources and non-renewable resources to the appropriate lists. Have students make predictions as to what renewable and non-renewable mean.
  Examples of questions to guide the discussion:
  - Who would have made this?
  - If all the coal were used, where could we get more?
  - What materials went together to make this object?

- As a whole group combine the ideas to develop a class definition for renewable and non-renewable resources. Record the definition and display for future reference. Explain that a renewable resource is one that can be replaced or replenished. A non-renewable resource is one that cannot be replaced or replenished once it has been used. It would also be good to mention that some renewable resources may take a long time to renew themselves; e.g., soil, water. Sometimes we use the term depleted resource to indicate that much of the resource has been used up, but over a long period it can be replaced or replenished.

- Show the filmstrip *Alberta's Natural Resources* from the Alberta Geography Series or use other available learning resources. As students view the above filmstrip, have them list two or more related industries for each natural resource discussed.

- **Library Research**—To prepare students for library research, review the Dewey Decimal System, card catalogue and call numbers. Discuss what headings can be looked up in the card catalogue. This can be planned cooperatively with your school librarian.

- Have the class select a place in Alberta they've visited. On a wall map of Alberta, have students draw what they see along the road as they drive to their destination. Discuss which of these things are natural resources.

- Divide the class into four; a group for each region. Using the learning resources in the library, which may include if available Junior Atlas of Alberta and Landscapes of Alberta (Heritage Series), and using their Alberta Landform Maps and items made from the Natural Resources Chart, have students complete the following assignment.

  1. Collect information about the natural resources of the region assigned.

  2. Write a paragraph on the region assigned. Tell about the natural resources, renewable and non-renewable, of that region.

  3. On an outline map of Alberta, draw symbols to represent each resource found in the assigned region. Make a legend to show the symbols used. Also include a title for the map and directional arrows.

  After students have gathered their information, model for students how the information gathered can be used to write a paragraph. It may also be necessary to generate examples of symbols that can be used to represent resources.

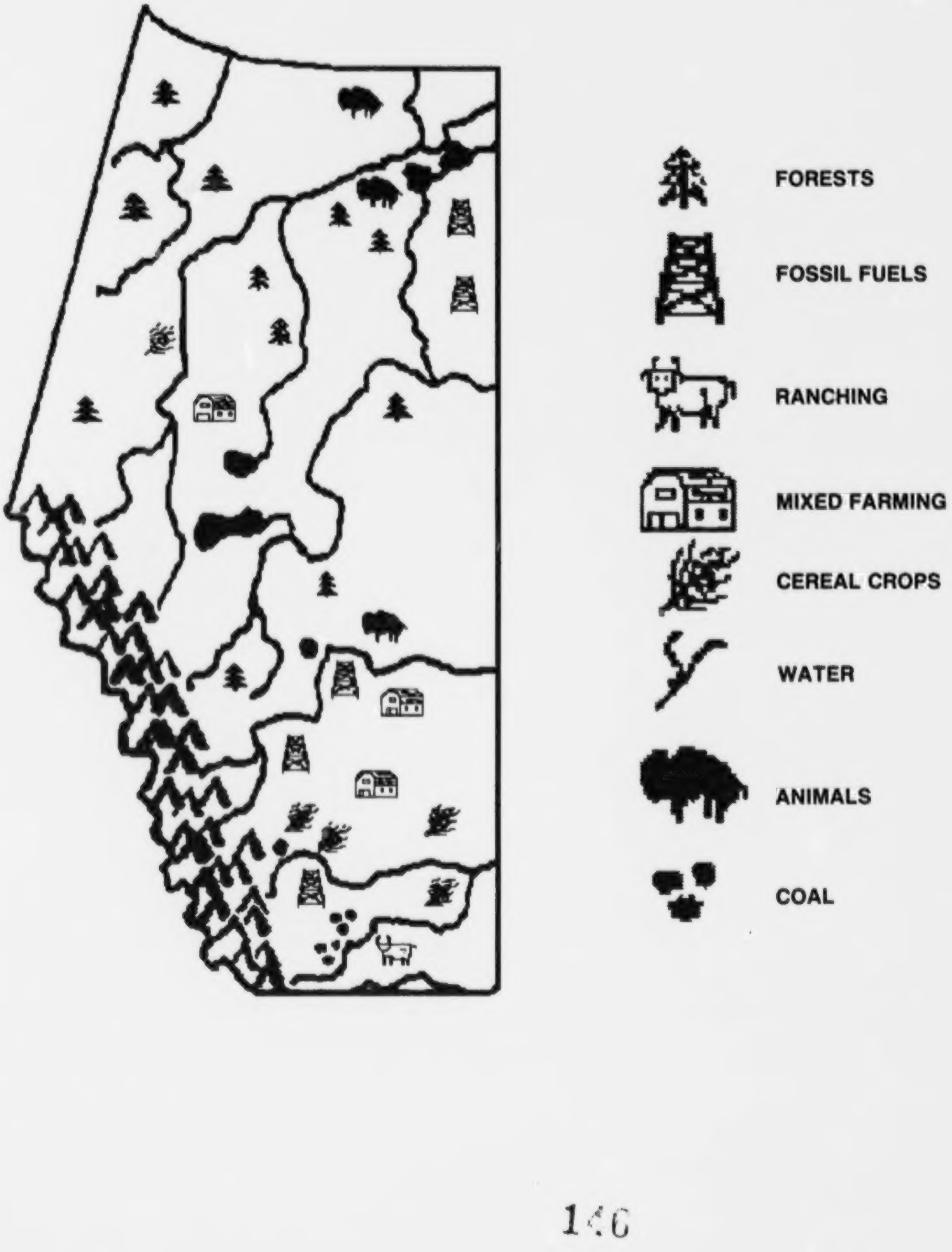
- On a large (teacher-supplied) sheet in the shape of their region, have students transfer the information.

  When all groups have completed the assignment and have given an oral report, the landform pieces will fit together as a puzzle and can be displayed with the written work.

- Review the word environment (Topic 2C). Environment describes the surroundings in which a person, plant or animal lives.

  Discuss:
  What have we learned about Alberta's environment?
  How does environment affect the jobs available in a region?
  How does the environment affect where people live?
  How else does the environment affect the people?

ALBERTA'S NATURAL RESOURCES


FORESTS
FOSSIL FUELS
RANCHING
MIXED FARMING
CEREAL CROPS
WATER
ANIMALS
COAL

PART 4: HOW DO ALBERTANS USE THEIR NATURAL RESOURCES? (PROBLEM-SOLVING STRATEGY)

ESTIMATED TIME:	10-12 (30 minute) periods
RESOURCES:	*A Province at Work* *The Nature of Things* *From the Ground Up* *Teaching Unit—How Should Albertans Use Their Natural Resources?* Atlases

KNOWLEDGE OBJECTIVES

Generalization

Our way of life and our environment are affected by the presence and use of natural resources.

Concepts

Natural resources
Renewable resources
Non-renewable resources

Related Facts and Specifics

Natural resources available in Alberta (land, water, fossil fuels, animals, forests, minerals).

Difference between a renewable and a non-renewable resource.

Ways in which natural resources affect people and the way they live (e.g., oil industry in Fort McMurray provides jobs, so people move there).

SKILL OBJECTIVES

Process Skills

Identify possible sources of information (print, non-print, interviews, survey, etc.).

Select pertinent information from newspapers, magazines and pamphlets.

Acquire information by reading to find the main idea and supporting details

Interpret the relationship and draw inferences from graphs, tables, charts.

Draw conclusions about the use of renewable and non-renewable resources.

Communication Skills

Use simple illustrations, charts and graphs to support written work (two to four sentence paragraphs).

In a final written product, apply the skills of revising and editing by considering content, organization, vocabulary, sentence structure and mechanics of writing.

Problem-Solving Strategy

Understand the question/problem.

Develop research questions and procedures.

Gather, organize and interpret information.

Develop a conclusion/solution.

ATTITUDE OBJECTIVES

Appreciation of and pride in the beauty of the natural environment.

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DEVELOPMENTAL ACTIVITIES

1. Understand the question

HOW DO ALBERTANS USE THEIR NATURAL RESOURCES?

- Review Alberta's natural resources by using one of the following:
  - Working in pairs, have students discuss what natural resources are and what natural resources Alberta has.
  - Prepare a collection of pictures or prepare a set of cards with phrases. As you show the class a card (picture or phrase), have students raise two hands if it is an example of a natural resource and one hand if it is not an example of a natural resource.
  - Prepare 10 true and false statements about natural resources. As you read a statement, have students respond to true statements by raising their thumbs (thumbs up) and to false statements by putting their thumbs down (thumbs down); e.g.,

  (T) Water is a renewable resource. It can be replaced by snow and rain.
  (T) The sun is a renewable resource. Its source of heat and light return constantly.
  (F) Birds are a non–renewable resource. Birds die every year.
  (T) Sand is a non–renewable resource. Once it has been used to make glass it cannot be used again.
  (T) Coal is a non–renewable resource. Once it is burned it is used up.
  (F) Trees are a non–renewable resource. New ones will grow after a fire.
  (T) Rain is a renewable resource. It evaporates and falls again.
  (F) Oil is a renewable resource. Used oil from cars can be reused for other purposes.
  (T) Wild flowers are a renewable resource. New ones come up each spring.

- Show illustrations of how our natural resources are used. Have students identify the resource it was made from and whether it's renewable or non-renewable.

2. Develop research questions and procedures

- Discuss what information would need to be gathered to answer the question and what students want to learn about natural resources. Generate a class list of questions. Post the questions.

  e.g., How do we get the resource?
  How do we use the resource?
  How is the resource transported?
  Where is the resource located?
  Is it a renewable or non–renewable resource?

- Brainstorm where students could get information to answer the questions generated.

  e.g., library
  filmstrip/films
  pamphlets
  resource people

3. Gather, organize and interpret information

- Select one natural resource for a class in–depth case study to model the research skills. Examples can be selected from the teaching unit.

  Example of a case study on water—Review the questions for research, modify and/or add questions pertinent to the case study.

  Have the students list the questions on sheet(s) of paper that will promote gathering information. A format similar to the one below will encourage the use of phrases that capture only the key ideas.

EXAMPLE OF A RECORD SHEET

WATER

From where does our water come?	
Where is it located in Alberta?	
How was water used in the past?	
How is water used today?	
How is water transported?	
Other interesting facts.	

Provide information on water in a variety of ways using resources available (e.g., readings, pictures, charts, guest speakers, field studies, films, etc.). Have students complete their record sheet.

Upon completion, as a class record information gathered on a large wall chart that reflects the questions on the student record sheets. Then have students add any additional information to their own record sheets.

When the information is collected, discuss ways of sharing this information.

e.g.,
- written report
- illustrations
- cartoons
- pictures
- audiotapes
- collage
- mural
- map, etc.

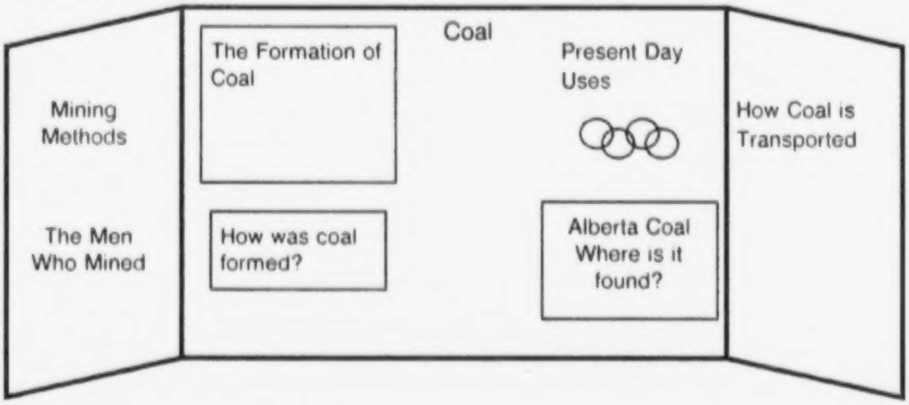
Have each student present information that answers one of the questions researched using a means of his/her choice.

- Divide the class into pairs or small groups. Have students choose a natural resource, either renewable or non-renewable for an in-depth case study.

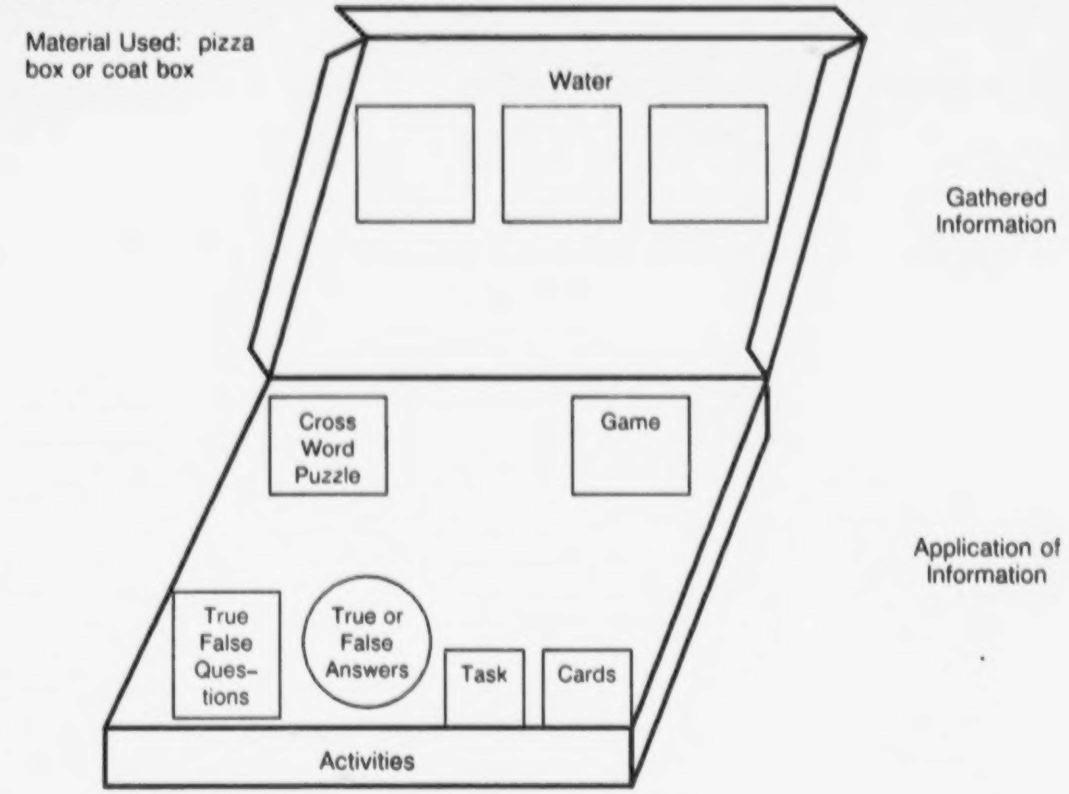
  Students are encouraged to use a variety of methods to present their information.

Sample One

Non-Renewable Resource


Coal
Mining Methods
The Men Who Mined
The Formation of Coal
How was coal formed?
Present Day Uses
Alberta Coal Where is it found?
How Coal is Transported

Sample Two
Renewable Resource


Material Used: pizza box or coat box
Water
Gathered Information
Cross Word Puzzle
Game
Application of Information
True False Ques- tions
True or False Answers
Task
Cards
Activities

- Have groups share their information.

4. Develop a conclusion/solution

- Focus the students on the question, "How do Albertans use their natural resources?" Have students working in pairs focus on one resource and answer the question using the information they learned.

  Have them share their information with another group.

- Discuss:
  Are there any similarities in the way renewable resources are used? Differences?
  Are there any similarities in the way non-renewable resources are used? Differences?

PART 5: WHAT IS THE EFFECT OF TECHNOLOGY ON THE USE OF NATURAL RESOURCES? (PROBLEM-SOLVING STRATEGY)

ESTIMATED TIME:	8 (30 minute) periods
RESOURCES:	*Human Impact on the Landscapes of Alberta*, Alberta Geography Series (filmstrip) Atlas (e.g., Junior Atlas of Alberta) The Province at Work (Heritage Series) Aerial photographs

KNOWLEDGE OBJECTIVES

Generalization

Our way of life and our environment are affected by the presence and use of natural resources.

Concept

Environment

Related Facts and Specifics

People modify and change the environment according to their needs (e.g., the construction of roads).

Changes in technology can affect our use of natural resources (e.g., pipelines can transport oil and gas to markets much quicker than other means).

SKILL OBJECTIVES

Process Skills

Acquire information by reading to find the main idea and supporting details.
Use and interpret aerial photographs and maps of Alberta.
Use maps of different scales and themes (e.g., natural resources) in an atlas.
Analyze how changes in technology can affect our use of natural resources.
Analyze how the use of a natural resource can affect the rest of the environment.
Compare and contrast points of view and underlying values; e.g., about how Alberta's resources are used.

Participation Skills

Make meaningful contributions to discussions, supporting ideas with facts and reasons.
Participate in a small group discussion or activity by following established rules.
Cooperate and compromise to solve group problems.

Problem-Solving Strategy

Understand the question/problem.
Develop research questions and procedures.
Gather, organize and interpret information.
Develop a conclusion/solution.

ATTITUDE OBJECTIVES

Appreciation of the impact that people can make on the environment.
Respect for someone's opinion, viewpoint and property.

DEVELOPMENTAL ACTIVITIES

1. Understand the question

WHAT IS THE EFFECT OF TECHNOLOGY ON THE USE OF NATURAL RESOURCES?

- **Concept of Technology**—To help students understand how technology has changed the lifestyle of Albertans, have them complete a chart similar to the one below.

	HOW IT WAS DONE IN THE PAST	HOW WE DO IT TODAY
Travel to the store		
Bake cookies		
Travel to Europe		
Plough the land		
Getting help in an emergency		
Take a bath		
Sweep the floor		
Entertainment		
Heat a home		

The above are examples of how technology may have changed life. Pose question to students: What is technology? List responses on blackboard and discuss. Have the class formulate a definition and write on blackboard.

- Have students choose one area to focus their attention on to see how technology has changed. Generate several as a class; then have pairs of students generate additional examples; e.g.,

writing instrument	transportation	communication	student lunches
past—quill and ink well	horseback	word of mouth	jam sandwich
present—ballpoint pen	automobiles	radio/television	meat sandwich/apple/canned pudding
future—word processor	space travel	satellite	food pill

2. Gather, organize and interpret information

- **Changes in Technology**—Using available resources such as aerial photographs, relief maps, charts, graphs and diagrams, view the changes that have occurred from past to present and list those changes in notebooks.
  e.g., fewer treed areas in Alberta
  more people living in cities
  more cleared land
  more roads and highways
  more airports
  fewer small farms

- Using one resource as an example, discuss the changes in the way we use our natural resources that have occurred because of technology.
  e.g., Agriculture
  1. What methods were used to plant crops?
  2. What methods are used today to plant crops?
  3. What difficulties have been experienced with the increase of technology?
  4. What advantages have occurred because of technology?

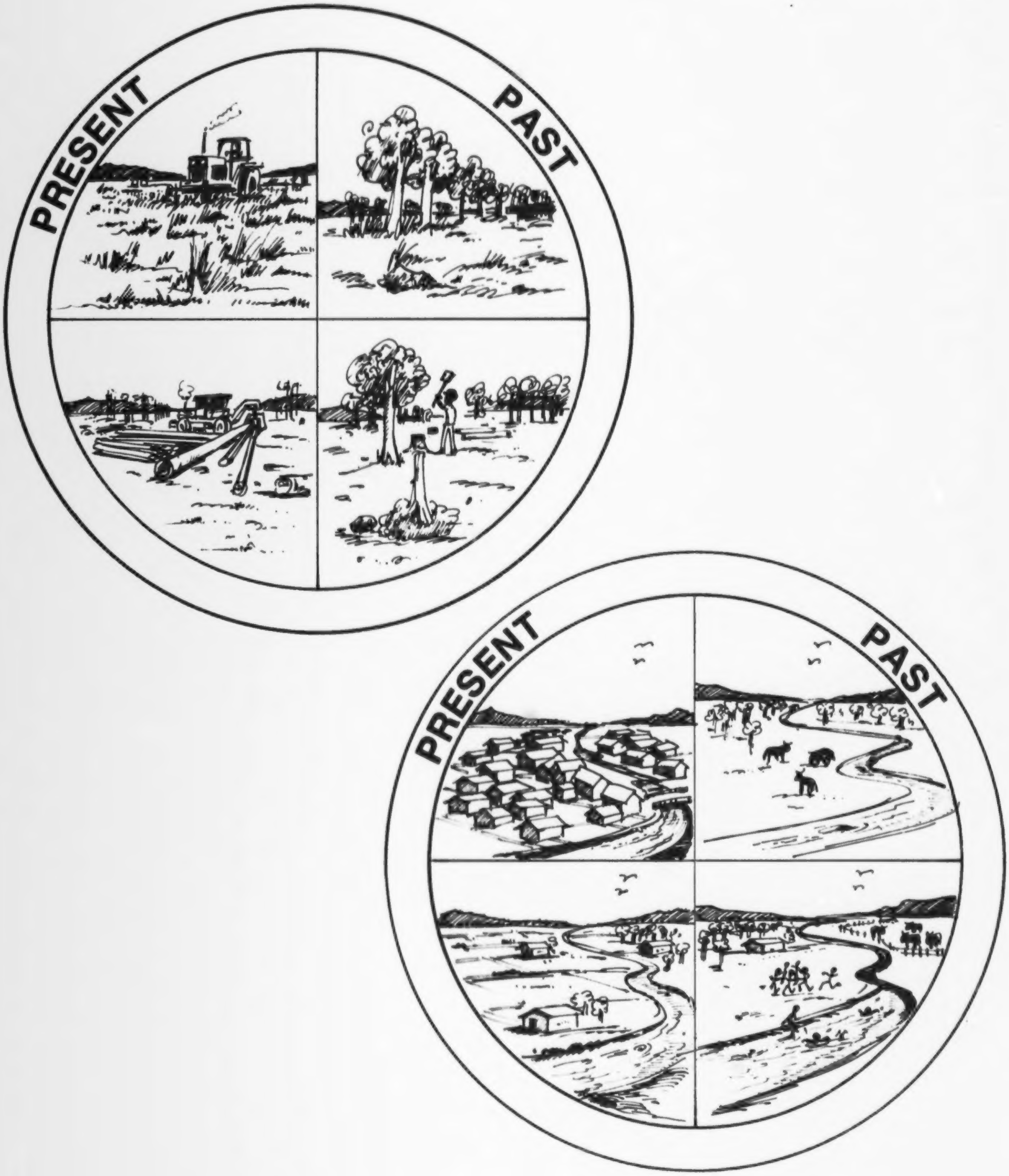
  Focus on the changes technology has brought by posing the question: What is the effect of technology on the use of natural resources from the past to the present?
  e.g., List the ways farming has changed.

FARM COMMUNITY

PAST	PRESENT
Less land cultivated	More land cultivated
Horse and Plough	Tractor
Land not usable	Irrigation System

- Have students choose one natural resource to research how it has been affected by technology. Illustrate and label on a time wheel how the technology for obtaining the resource has changed.

  In small groups, have students share the information on their time wheels. For example,



Display time wheels on bulletin boards.

- **Impact of Technology on the Environment**—Select several natural resources for a case study to focus on the impact of technology on the environment (location). Use pictures, newspaper articles, excerpts from a book or a scenario. Scenarios similar to the ones below can be developed.

  Scenario One
  My family has been going to the same lake for years. What we really enjoyed about this particular lake was that it was surrounded by sandy valleys and hills covered with huge jack pines. We enjoyed going for walks along the paths made by animals in the jack pines. The valleys and hills were covered with a heavy growth of shrubs including blueberry and cranberry plants. Every year there are more campers coming to the lake. More campers are bringing dirt bikes, motorbikes and four-wheel drive vehicles. What were once animal paths or footpaths have now become paths for dirt bikes, motor bikes and sometimes four-wheel drive vehicles. The plants that once grew in the sand are fast disappearing.

  Discuss:
  How has technology affected this environment?
  What will happen to the land, especially if it is sandy, when the plants disappear?
  How will this affect the animals in the area?
  How will this affect the people that enjoy camping?

  Scenario Two
  My brother, Prem and I enjoyed playing in the field behind our house. Although we live in a large city, our house was located on the edge of the city. Behind our house was a small, treed ravine next to a large, grassy field. Prem and I spent many hours in the ravine watching robins and grosbeaks. Sometimes we even caught a glimpse of a squirrel. Once we even saw a skunk but we didn't hang around long to see if she had babies. It was also fun to just play in the trees. On occasion, we'd collect leaves or wild flowers for our mom. Our friends played here as well. Together we'd fly kites, play soccer or tag in the large field.

  Our city seems to be growing faster and faster. First, a shopping centre was built at the end of the field. Then several homes were built along the ravine. We had less room to play. Now there are more homes being built. Our parents tell us not to play in the ravine or field because it's private property.

  Discuss:
  How does the growth of a city affect the people?
  How does the growth of a city affect the environment?

  Scenario Three
  My grandfather used horses to cultivate (plough) the fields before seeding the wheat. It was hard work for grandfather and for his horses. Although there were days he wanted to work longer hours, the horses needed to eat and rest. He was limited in the amount of land he could prepare for seeding. Now my father has a large, powerful tractor that is more efficient than the horses. Not only is he more comfortable in his air-conditioned cab but he can cultivate larger fields more quickly.

  Discuss:
  How has technology affected farming?
  How has technology affected the land?

- Have students focus on their time wheels. Discuss whether the environment has been affected by technology.

- Using resources available, have pairs of students find other examples of how technology affected the environment.

3. Develop a conclusion/solution

- Have students focus their attention on their wheels.

  Discuss:
  What is the effect of technology on the natural resource you studied?
  How do you predict technology will change it in the future?

- Divide the class into groups. Have each group discuss and record the advantages and disadvantages of the effect of technology on a specific natural resource. Have each group share their ideas. Post these on a bulletin board.

- Divide the class into groups to debate the pros and cons of the effects of technology on our lives or on the environment by using the PMI Activity Sheet, page 20.

  or

  Divide the class into pairs, then write and present a skit or puppet show on how technology has affected our lives or the environment.

- Have students write a paragraph to support their views on the impact technology has made on their lives or the environment; and have them predict the impact it may make in the future.

PART 6: SHOULD PEOPLE MAKE MAJOR CHANGES TO THEIR ENVIRONMENT TO MEET THEIR NEEDS? (DECISION-MAKING STRATEGY)

ESTIMATED TIME:	8 (30 minute) periods
RESOURCES:	*Human Impact on Landscapes of Alberta* from Alberta Geography Series (filmstrip)

KNOWLEDGE OBJECTIVES

Generalization

Our way of life and our environment are affected by the presence and use of natural resources.

Concept

Environment

Related Facts and Specifics

People modify and change the environment according to their needs (e.g., the construction of roads).

SKILL OBJECTIVES

Process Skills

Acquire information and draw inferences from pictorial resources (pictures, graphs, charts).
Analyze how the use of a natural resource can affect the rest of the environment.
Compare and contrast points of view and underlying values; e.g., about how Alberta's resources are used.

Communication Skills

Organize information on a topic using a simple outline, webbing, retrieval chart, etc.

Participation Skills

Make meaningful contributions to discussions, supporting ideas with facts and reasons.
Participate in a small group discussion or activity by following established rules.
Plan, carry out and evaluate an action aimed to demonstrate conservation.

Decision-Making Strategy

Understand the issue.
Develop research questions and procedures.
Gather, organize and interpret information.
Think of alternatives.
Make a choice.
Take action (if feasible and desirable).

ATTITUDE OBJECTIVES

Appreciation of the impact that people can make on the environment.
Appreciation and pride for the beauty of the natural environment.
Concern for the needs of future Albertans.
Respect for someone's opinion, viewpoint and property.

DEVELOPMENTAL ACTIVITIES

1. Understand the question

SHOULD PEOPLE MAKE MAJOR CHANGES TO THEIR ENVIRONMENT TO MEET THEIR NEEDS?

- Read the book or view the film *The Lorax* by Dr. Seuss.

  Discuss:
  What was the problem?
  How did technology change life?
  What were the disadvantages?
  How did technology affect the environment? (e.g., as more trees were cut down so the use of land changed; as more factories were built, the air and water pollution increased)

2. Develop research questions and procedures

- Discuss:
  If we wanted to find more information to resolve the issue, "Should people change the environment to meet their needs?", what questions would we need to answer?
  e.g., How are Albertans changing their environment?
  What are reasons for the change(s)?
  What are the advantages? Disadvantages?
  Can the natural resource(s) be used without changing the environment? If so, how?

- Discuss:
  Where can we find information to answer our questions?
  e.g., use examples from the community
  use members of the community as resource people
  library
  pamphlets available from different government agencies
  filmstrips
  newspapers, etc.

3. Gather, organize and interpret information

- Provide some examples of how people in their own community have changed the environment to meet their needs. Have students generate additional examples.
  e.g., Size of town/city is expanding into valuable farmland.
  Fewer treed areas for parks in the city.
  Winter wheat developed for southern Alberta's climate.
  As more trees are cut, more soil is blown away.
  Noise level in cities is greater because of increased traffic.
  As treed areas are cleared, birds have nowhere to rest.
  Chemicals used to increase crop production are affecting the plant and animal life in the local streams and lakes.
  Farmers are brushing treed areas to increase size of fields.
  Exploration for oil damages trees.
  Exploration for oil affects animals.

- Show the filmstrip, *Human Impact on Landscapes of Alberta* from the Alberta Geography Series. As students view the filmstrip, have them watch for and list ways Albertans have changed their environment to meet their needs.
  After viewing part of or the whole filmstrip, have students share the information gathered from viewing the filmstrip.

  Select one or two examples from the list generated to develop as a mini–issue.
  Examples of questions to guide inquiry:
    Why is the use of this natural resource important to us?
    How has the use of this natural resource changed the environment?
    Should we be making major changes to the environment to meet our needs? (List student ideas with accompanying reasons.)

  Provide each student with a decision-making model (e.g., decision tree to record their ideas).

- Select several examples generated by students in the previous exercises (examples in own community and from the filmstrip) to be developed as case studies. Use some of the ideas for obtaining information generated by students in the Develop Research Questions and Procedures Section.

  Have students working in small groups examine a specific natural resource and decide whether major changes should be made to our environment to meet our needs. The same questions used in the previous activity can be used to guide group discussions. Each group needs to record their ideas on a decision model.

Example of a group chart:

Issue: Should the trees and shrubs along country roads be removed?

CHOICE 1 No, the trees and shrubs should not be removed.		**CHOICE 2** Yes, the trees and shrubs should be removed.		**CHOICE 3** Most trees and shrubs should be kept, except those near corners.	
PLUS	MINUS	PLUS	MINUS	PLUS	MINUS
• Provides food and shelter for birds and animals. • Provides wild berries for people. • Leaves the environment in its natural state.	• Large trees may interfere with power lines. • Trees may cut down visibility on corners.	• Beautifies the roadside. • Trees won't interfere with power lines. • Trees won't interfere with visibility on corners. • Easier to cut grass!	• More work to maintain. • A loss to birds and animals. • A loss to those who pick wild berries and mushrooms.	• Ensures good visibility for drivers. • Provides food and shelter for birds and animals. • Only trees that interfere with power lines are cut.	• More difficult to cut grass along edges of road.

My decision: ____

____

- Refer to the research question developed to guide the inquiry. Discuss the questions. Check to ensure that they have been answered.

4. Think of alternatives

- Tell students that information has been gathered by looking at specific case studies. Now the focus will be on the larger issue "Should people make major changes to their environment to meet their needs?"

  Discuss and list on the board:
    What choices do we have?
    What are the advantages and disadvantages of each choice?

5. Make a choice

- Have each student use a visual format (e.g. picture, collage, sculpture, overhead transparency) to present his/her choice and the reasons for his/her choice.
- Share some of the drawings or overhead transparencies with the rest of the class.

6 Take action

- Have each student think about and record one thing people can do or continue to do that reflects their choice. Examples of student action:
    Not waste as much paper because our trees will disappear.
    Continue to use as much paper as before because trees are a renewable resource.
    Plant trees to provide homes for birds.
    Not allow motorbikes on footpaths in parks.

- If the ideas generated lend to taking student or group action, after planning and carrying out the action, discuss the success of the plan and the action taken.

  Discuss:
    Think about what you did. Was this a good idea? Why?
    Would you change what you did? If yes, how?
    Was this a good way to examine our issue? Why or why not?

PART 7: HOW SHOULD WE CONSERVE OUR NATURAL RESOURCES? (DECISION-MAKING STRATEGY)

ESTIMATED TIME: 8 (30 minute) periods

RESOURCES: *Human Impact on the Landscapes of Alberta* from Alberta Geography Series, (filmstrip)

KNOWLEDGE OBJECTIVES

Generalization

Conservation is important to Alberta's future.

Concept

Conservation

Related Facts and Specifics

Reasons for conservation:

Ways to conserve our natural resources and to protect our environment, such as:

- walk to the store instead of using the car.
- turn off the lights when leaving a room.
- use appropriate receptacles for garbage.

SKILL OBJECTIVES

Process Skills

Gather information by conducting a survey of opinions on conservation of Alberta's resources.

Predict the consequences of misusing natural resources.

Compare and contrast points of view and underlying values; e.g., about how Alberta's resources are used.

Participation Skills

Plan, carry out and evaluate an action aimed to demonstrate conservation.

ATTITUDE OBJECTIVES

Concern for the needs of future Albertans.

Cooperation in efforts to conserve.

DEVELOPMENTAL ACTIVITIES

1. Understand the question

HOW SHOULD WE CONSERVE OUR NATURAL RESOURCES?

- Write the word conservation on the board. Present students with five examples that demonstrate conservation and five non-examples by using pictures, role playing or making statements.

After each example presented, indicate whether they show an example or a non-example. If pictures are used, they can be posted under those headings.

e.g., Reusing scraps of paper
Recycling popcans
A garbage can full of styrofoam cups
Lights left on in an empty room

Have students work with a partner to develop a definition for conservation. Share the definitions.

- Post the issue.

2. Develop research questions and procedures

- Ask students what information needs to be gathered to answer the question. Generate further questions if necessary.
- Have students generate where information may be located.
  e.g., Resource people
  Pamphlets distributed by agencies
  Parents, etc.

3. Gather, organize and interpret information

- Save a day's garbage from your own classroom or the lunch room. Display the contents and discuss:
  What could be reused?
  How could some items be reused?
  What other materials could be used that are not throw-aways?
- Show for the second time the filmstrip, *Human Impact on the Landscapes of Alberta* from the Alberta Geography Series. Have students watch for and list examples of conservation. After the viewing, share and record on a chart the information gathered on conservation.
- Use materials available or some of the ways suggested by students to gather more information. Alberta Environment is a good source of information.
- Divide class into groups and have students discuss and record their ideas for the conservation of natural resources. Post the list as a resource bank of ideas.
  e.g., turn lights off
  turn water off while shampooing hair
  recycle newspapers
  reuse plastic bags
  recycle tin cans
  recycle glass
  have a compost
  take a shorter shower

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- Have students help to develop questions for a survey of opinions on conservation using some of the ideas generated for the conservation of natural resources. Example of survey questions as follows:

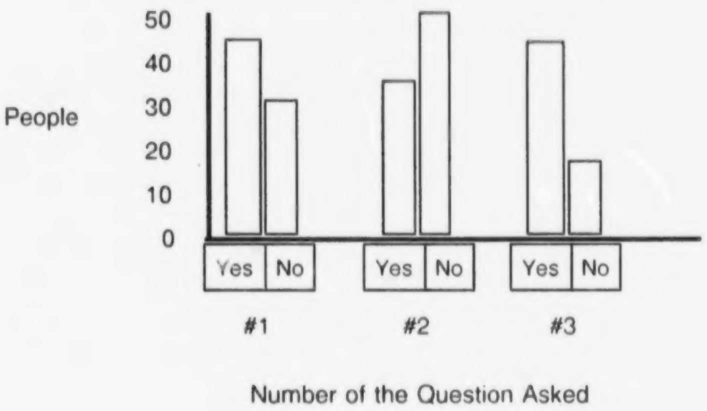
Conservation Survey

1. Do you turn off the lights when you leave the room? yes____________ no__________
2. Do you turn off a water faucet if it's dripping? yes__________ no___________
3. Should we replace trees that are cut down? yes________ no______
4. Should we be allowed to water our lawns during dry spells? yes______ no__________
5. Should we encourage people to drive together to conserve gas?
yes______ no______
6. Should we trap animals for their fur? yes________ no______
7. Should companies be fined if they pollute? yes_________ no______
8. Should we conserve paper by writing on both sides? yes___________ no______
9. Should we have weekly rather than daily newspapers in order to save our forests?
yes______ no______
10. Should we be searching for other sources of energy to replace our fossil fuels?
yes______ no______
11. Should we reuse lunch bags and plastic bags? yes ______ no ________
12. Should we use fertilizers and pesticides in our garden? yes _______ no _______
13. Should we compost weeds and lawn clippings instead of sending them to the landfill?
yes ______ no ______

- Using the survey questionnaire, have each student interview several people. (e.g., teacher, student, a parent, and /or a neighbour) to obtain information.

- Using the information collected in the survey, create a class graph.

Conservation Survey



4. Think of alternatives/Make a choice

- Explain that different ways of conservation as well as other peoples' opinions on conservation were discussed. Divide the class into groups to do the following:

  1. Make a list of what we are doing to conserve natural resources in the home, school and community.
  2. Make a list of how we should conserve our natural resources.
  3. From your list, select several (three to four) key ways to conserve our natural resources. Provide reasons for your choices.
  4. Be ready to share your ideas with the rest of the class.

- Post the ideas generated by the groups.

5. Take action

- Have students demonstrate their opinions on conservation by making posters to display in the school or community.

  or

  Make a classroom newsletter on conservation for other students and/or parents e.g., by writing on used lunch bags.

- Have each student think about and record one thing he/she can do to promote conservation.

  e.g., reuse scraps of paper
  collect bottles and pop cans for recycling
  turn the lights off
  walk to school instead of having parents drive

  After the students carry out their action plan, discuss:

  What did you do to conserve our natural resources and how did you feel about your contribution?
  Are there any other ways to promote conservation?
  How can you become more involved in conservation?

PART 8: CULMINATING ACTIVITIES

ESTIMATED TIME:	5 (30 minute) periods
RESOURCES:	Alberta Road Map *Sunrise Special: Metis Settlements* (video)

SKILL OBJECTIVES

Communication Skills

Use an illustration (e.g., cartoon, poster) to show how natural resources are used, or the importance of conservation.

DEVELOPMENTAL ACTIVITIES

- The following culminating activities can be done in centres, small groups or with the whole class. Select several of the following activities based on the needs of your students.
  - Watch the video *Sunrise Special: Metis Settlements*. Explain how each Metis settlement uses natural resources and identify examples of conservation.
  - Supply each student with an Alberta road map and a blank map of Alberta as well as an atlas and Natural Resource Chart. Have the students plan a trip from their town or city to several resource sites around Alberta. Students will write down the highway and road numbers travelled as they visit at least three natural resource sites.
  - Have students create a cartoon strip that illustrates the importance of conservation.
  - Have students design a travel brochure to make tourists aware of Alberta's natural resources.
  - Have students design a town on a teacher-prepared map. They must use the assigned items and create symbols and record them on the map. Students must not change the natural resources of the area but may build around them (remind students of technological impact discussed previously). Have students name their town.
  - Supply pictures of a variety of natural resources. Have students name the resources and note the uses for each.
  - Supply a grid with cardinal directions and indicate what each square represents (e.g., 1 square = 1km). Students act as tour guides in a given area (e.g., Banff National Park). They will plan a hike of the area for a tour group. They will plot it on the map grid, showing all natural obstacles. Certain points should be considered (e.g., total distance hiked should not exceed 50 km, the group enjoys birdwatching, this is an overnight hike, where will you pitch camp etc.)

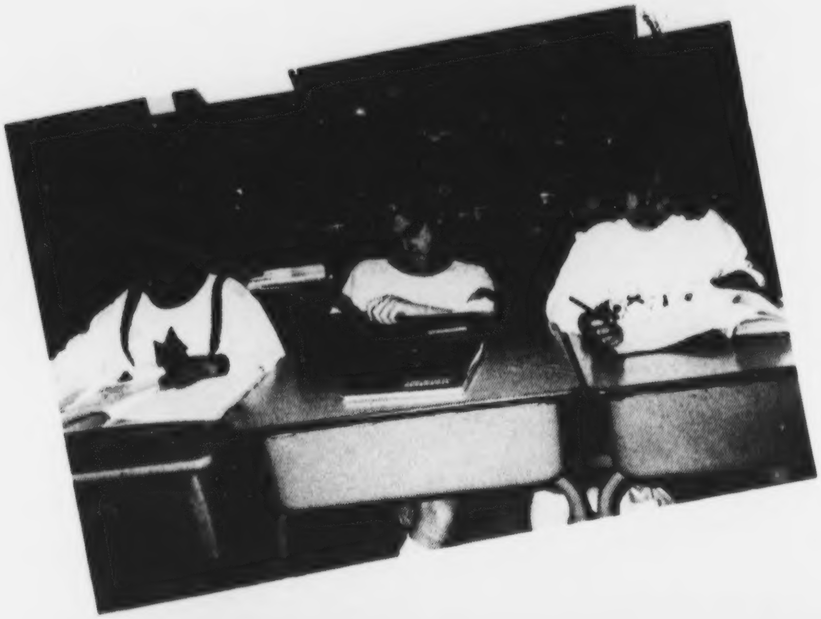
  Upon completion of all the activities share experiences and information with the class, small groups or other classes. Then display on a bulletin board.

- Have students share one thing they have learned by making a drawing accompanied with a written description. These can be compiled in a book on Alberta.

  or

  Make people in the community aware of natural resource depletion and conservation by having an evening program. Share posters, films and speakers.

GRADE 4 TOPIC B: ALBERTA: ITS PEOPLE IN HISTORY



GRADE 4

FOCUS: ALBERTA

TOPIC B: ALBERTA: ITS PEOPLE IN HISTORY

This unit focuses on the people who have contributed to Alberta's history and development, beginning with the original inhabitants, and tracing the people in Alberta's history. It focuses on the lives of Albertans through the following case studies:

A Native community, a fur trading settlement and one or more of the following:

- a homestead settlement (1890–1939)
- immigration of a specific group, or immigration into a specific area (1880–1930)
- the Great Depression (1929–1939)
- W.W. II (1939–1945)
- boom years (1947–)

The intent of this study is to show students that a changing world often results in a changing lifestyle.

The approach of selecting specific people and/or events for an in-depth historical study is intended to develop an interest in and an appreciation of people and events in history. It is not a chronological political history.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions:
How have changes and challenges caused Albertans to adjust their lifestyle?
How have Albertans adjusted their lifestyles to meet changes and challenges?
What was the Native people's way of life before the coming of the Europeans?
How did the Europeans influence the Native people's way of life (livelihood, family life and political structure)? How did the Natives influence the European's way of life?
*How did the waves of immigration influence Albertans?
*What implication did the depression have for the people of Alberta?
*How did the war years affect family life, employment, leisure, education and supply of goods?
*What impact did the influx of homesteaders have on Alberta? (e.g., Why did they come? What did they bring? How did they influence the lifestyle of Albertans? What was their contribution to the province?)
*How did the boom years affect Albertans?

(*As applicable to topics chosen for an in-depth study.)

KNOWLEDGE OBJECTIVES The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION – People and events in the history of Alberta have affected each other, and development and settlement.

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
The contact between the Natives, the fur traders and the settlers in Alberta's history brought changes to their lifestyles.	lifestyle—*the ordinary way of life* history—*an account of what has happened*	• the Native lifestyles before European influence • how the fur traders and settlers brought about change to the Native people's lifestyle (e.g., by introducing Christianity, technology and law enforcement, by killing buffalo, by building fences, immigration, by the introduction of alcohol and by the signing of treaties)

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
		• how the Natives affected the lifestyle of the traders and settlers (e.g., food, hunting practices, transportation)
Albertans have been affected and challenged by historical events.	*immigration – *the leaving of one's homeland to live in another country* *depression – *a time when business is slow and people are out of work* *settlement – *the act of making a home in a new area* (* As applicable to topics chosen for an in-depth study)	• the lifestyle of the Albertans of the period studied and the agents that affected their lifestyle (e.g., agriculture, church, depression, wars, industry) · the changes effected by settlement and immigration (e.g., cultural groups settling in one area, building of new towns, railroad expansion, learning a new language, cultivating the land, rural to urban, expansion of a market and the availability of goods, cooperation with other cultural groups) · what the Great Depression was and its effect on the lives of the people of Alberta, in urban and rural centres · what World War II was and how it affected the lives of Albertans · what the boom years were and how the boom years affected the lifestyle of Albertans · what changes Albertans had to make to their lifestyle in order to cope with conditions during the war, depression, settlements, boom years (*As applicable to topics chosen for an in-depth study.)
Albertans throughout the history of Alberta have contributed to its development.	contribution – *something given or shared*	• how people and groups of people contributed to the development of Alberta, such as: – different groups of people worked together in a team effort – shared knowledge with others; e.g., about medicine, food, transportation, hunting – cleared land and established farmsteads – built railways, towns – defended our country – contributions of individuals

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- acquire information by reading, viewing and listening to identify the main idea and supporting details

- gather information by:
  - identifying the sequence of ideas or events
  - identifying time and place relationships (setting)
  - identifying cause-effect relationships
  - using definite time concepts such as decade and century
  - calculating the length of time between two given dates
- acquire information by conducting an interview and/or field study to make use of community resources (e.g., museum, senior citizens' home)
  - use planned procedures
  - record and summarize information from the interview/field study
  - assess the success of the planning and enactment of the field study and/or interview
- organize information by classifying pictures, facts and events under main headings/categories
- organize information by arranging events in chronological order (e.g., time line in order to establish a framework)

Geography/Mapping

- use historical maps and map legends to locate the territories occupied by different Indian tribes, major fur trading posts and communities under study
- give possible reasons for the location of the major fur trading posts, fur trade routes, railroads, settlements (towns, cities)

Analyzing/Synthesizing/Evaluating

- compare and contrast the changes faced by several of the following: Natives, the fur traders, settlers, the people living during the depression and the war years
- identify how events in Alberta's history affected the lifestyle of Albertans

COMMUNICATION SKILLS

- orally present information on a period of Alberta's history, based on prepared notes and supported by pictorial materials giving consideration to the given audience, use of social studies terms, content and organization
- express ideas in sentence and/or paragraph form on how change has affected the lifestyle of Albertans, supporting main idea with appropriate detail
- role play a historical event or show Albertans' adjustment to a changing lifestyle
- write a page of a diary or journal entry, or present information on an audio tape recording

PARTICIPATION SKILLS

- participate cooperatively in group work by helping to make the rules, divide up the tasks, assign jobs and evaluate the group's performance
- accept the roles of leader and/or follower, as the situation requires
- plan and carry out an action that shows appreciation for a person/group of people in Alberta's history

ATTITUDE OBJECTIVES

The student will be encouraged to develop:

- appreciation of the contributions made by the many people/groups in Alberta's history
- appreciation of and tolerance toward the decisions made by Albertans in different times and under different circumstances

GRADE 4 TOPIC B: ALBERTA: ITS PEOPLE IN HISTORY

RESOURCES

Basic

Albertans: Past, Present, Future (Weigl Educational Publishing) 1983
Redeveloped Kanata Series—Student Text, Media Kit, Teacher Guide

Topics covered in this text are Alberta, The Land, The Settlement Years, The Great Depression, The War Years and Modern Times. It describes how Albertans adjusted to changes and how they lived, worked and played. Authentic photographs, maps and a glossary on most pages aid student's comprehension. Recommend purchasing a class set.

This teacher's guide includes numerous suggested activities that accompany the text. It comes complete with student masters and scripts for the audiotapes and filmstrips.

The media kit includes two filmstrips and three cassettes.

Alberta's Metis: People of the Western Prairie (Reidmore Books) 1988

A historical narrative of Alberta's Metis people that focuses on the role of the Metis in the fur trade, the Red River settlement, Louis Riel and how confederation affected the Metis. Although several Metis settlements are examined, the major focus is on the Metis settlement in St. Albert. Colourful photographs, drawings and maps contribute to the student's interest. Recommend purchasing half a class set or less.

Annette's People: The Metis (Plains Publishing) 1987

An interesting story about how a young girl discovers her Native heritage. Through a narrative approach, the book examines how the Metis adjusted to changing times in Alberta's history. The narrative approach as well as the inclusion of drawings, photographs and maps contribute to the student's interest. Recommend purchasing half a class set or less.

Recommended

Annette's People: The Metis Teacher's Guide and Blackline Master Package (Reidmore) 1989.

The teacher's guide centres on the three parts of the student text. Suggestions for organizing for instruction are provided.

Growth of a Nation Series (Fitzhenry)
In the Pioneer Home 1978
Building a New Life 1977

The books examine pioneer life and the pioneer home in depth. Several copies of the books can be used for enrichment purposes.

Supplementary

Tell Me, Grandmother (McClelland and Stewart) 1985

The narrative describes the memories of Jane Howse, a Metis girl who married Sam Livingston. Sam Livingston was a prospector, buffalo hunter, trader and later the first farmer in the Calgary area. Jane's story tells of life in a Hudson's Bay Company fort, of buffalo hunts, of early Calgary and her life with Sam Livingston.

People of the Buffalo (Douglas and McIntyre) 1983

Describes the way of life of Plains Indians—the Blackfoot, Plains Cree, Dakota, Kiowa and other tribes of the grasslands.

Beaver, Beads and Pemmican—Canada's Fur Trade (Arnold Publishing Ltd.) 1987
Describes the role the fur trade played in Canadian history.

Poster Set (Royal Ontario Museum)
The Naskapi Indians
The Assiniboine
Musical Instruments
Toys and Games
Quill Work
Wood Cree
Each of the above titles is a large, colourful poster with an accompanying information sheet.

A Prairie Boy's Winter (Asquith House) 1973
A Prairie Boy's Summer (Asquith House) 1975
Stories about a boy's life on the prairies.

Drylanders (National Film Board – video) 1974
A story about a pioneer family that homesteaded in Saskatchewan. It focuses on the hardships of homesteading and living through the depression.

Other Support Resources

If available, the following learning resources from the Alberta Heritage Series can be used. Learning resources from the Alberta Heritage Series are not available for purchase. If your school does not have these resources, check with other schools in your district and arrange to borrow the books.

Junior Atlas of Alberta (Heritage Series) 1980
An atlas that documents the development of Alberta, settlement patterns and resource sites. It includes numerous other charts, graphs and maps.

Pages From the Past (Heritage Series) 1980
Shows the development of the province from historical origins to modern times.

Alberta's Prehistoric Past (Heritage Series) 1980
Chronicles the early history of Alberta. Paleontology and archeology are dealt with.

Chinook Ridge (Heritage Series) 1980
A narrative about the life and times of Albertans from 1880 to 1924.

Albertans All (Heritage Series) 1980
Focuses on the people who have contributed to Alberta's history—Natives, explorers, traders, settlers, immigrants.

Canadian Frontiers (Heritage Series) 1980
Sections focus on settlement in the West and life during the depression and WW II.

See Learning Resources, page 42.

SAMPLE UNIT

GRADE 4 TOPIC B: ALBERTA: ITS PEOPLE IN HISTORY

The following sample unit is one way to approach the teaching of this topic. The mandatory objectives of this topic will be met if the developmental activities are used as suggested. The sample unit is set up as a sequential series of lessons.

The developmental activities can be expanded, modified or substituted with other activities. When substituting activities or developing one's own unit of study, it is important that the activities selected meet the objectives of the topic. Practice and review activities, as well as evaluation, must be developed by the teacher as these are not built into the sample unit.

Young students have difficulty understanding historical times and events. But they can develop an interest and appreciation of history by reliving periods of history through the study of people and events. In this topic there are choices as to the historical events that can be selected for an in-depth case study (See Topic Description, page 158). The Great Depression and W.W. II were selected for this sample unit in addition to the mandatory study of a Native community and a fur trading settlement.

It is important for students to understand that there were many different Native groups who lived in Alberta and that each group developed their own distinctive lifestyle. When focusing on a Native community or fur trading settlement, choose case studies that are most meaningful to your students e.g., those located in your area.

PART 1: WHAT WAS THE ALBERTA NATIVE PEOPLE'S LIFESTYLE BEFORE THE COMING OF THE EUROPEANS? (PROBLEM-SOLVING STRATEGY)

ESTIMATED TIME:	8 (30 minute) periods
RESOURCES:	*Alberta's Metis: People of the Western Prairie* (pages 11-13) *Albertans Past, Present, Future* (pages 12-13) *Junior Atlas of Alberta* (pages 22-25, 44-45) *Pages from the Past*, Heritage Series *Alberta's Prehistoric Past* *Chinook Ridge 1880-1914* Various Indian Legends

KNOWLEDGE OBJECTIVES

Concepts
  History
  Lifestyle
Related Facts and Specifics
  The Native lifestyles before European contact.

SKILL OBJECTIVES

Process Skills

Organize information by classifying pictures, facts and events under main headings/categories.

Use historical maps and map legends to locate the territories occupied by different Indian tribes, major fur trading posts and communities under study.

Communication Skills

Orally present information on a period of Alberta's history based on prepared notes and supported by pictorial materials giving consideration to the given audience, using social studies terms, content and organization.

Participation Skills

Participate cooperatively in group work by helping to make the rules, divide up the tasks, assign jobs and evaluate group's performance.

Accept the role of leader and/or follower, as the situation requires.

ATTITUDE OBJECTIVES

Appreciation of the contributions made by the many people/groups in Alberta's history.

DEVELOPMENTAL ACTIVITIES

1. Understand the question

WHAT WAS THE ALBERTA NATIVE PEOPLE'S LIFESTYLE BEFORE THE COMING OF THE EUROPEAN'S?

- **Concept of History**—Write the title of the unit on the board or display it on a bulletin board. Explain that we've all heard the word history but what does it mean. Have students share their ideas.

  To check their ideas have students working in pairs find the word history in the dictionary. Then have them think of two things that have occurred that are historical. Have students share their examples with the rest of the class.

  Explain that the focus of the unit is the history of Alberta. This will be studied by focusing on people and their lives; and specific events that affected their lives.

- **Concept of Lifestyle**—Discuss: What needs are necessary for us to survive?

  List student responses on blackboard (should include: food, shelter, clothing, transportation, occupation).

  Ask students if there is a word to describe the way we live that includes these needs listed on the blackboard (lead students to the concept lifestyle).

  As a class, define the word lifestyle. Have students record the definition in their notebooks.

- Tell the class that this definition will be applied to a traditional Native community.

Ask students to give examples for each need. List responses beside the needs on the blackboard (e.g., food—deer, buffalo; clothing—buckskin, quills; transportation—horses, dogs).

Leave list on a chart for future reference (students may observe a change in their thinking about the Native community).

2. Develop research questions and procedures

- Discuss: To find out about the Native people's lifestyle, what questions need to be answered?

  With the class generate a list of questions to guide inquiry. Display the questions generated, e.g., A student or the teacher could compile the questions generated and make a wall chart.
  Where did they get their food?
  What did they eat?
  What did they wear?
  From what were their homes made?
  What did they do for recreation?
  How did they travel?

- Discuss: Where students could find information to answer the questions. For example:
  - library resources
  - tour of a reserve
  - visiting a museum
  - Native guest speakers
  - Native students within the school (valuable sources of information)

3. Gather, organize and interpret information

- To reinforce concept of lifestyle, review the student-generated responses from the previous class.

- Using maps of Alberta and/or Canada, have students locate the different Native groups that lived in Alberta.

- Select a specific Native group for students to research (e.g., Crees, Blackfoot).

  Divide class into groups. Each group will take an area of lifestyle (e.g., food) and will research the topic. Have each group create a display with illustration and explanations.

  On completion, have each group present their information to the class. The oral presentation should be based on prepared notes that are supported by pictorial materials. Students should give consideration to the given audience, use of social studies terms, content and organization.

  Use oral reporting strategies like "LEEP" or "CHECK" to promote the development of oral presentation skills.

  Discuss what one should consider when speaking to others.

Present one of the following strategies:

LEEP
L: Loud and clear
E: Expression
E: Eye Contact
P: Posture

CHECK
C: Check the audience—is everyone ready to listen?
H: Have eye contact with the audience.
E: Expressive
C: Clear - Make sure you speak so that everyone can understand your words.
K: Keen to be heard—Show you're interested in what you're saying. Be enthusiastic.

After a student's oral presentation, have the student go over the steps as a means of self-evaluation.
The strategies can be posted on wall charts for future reference.

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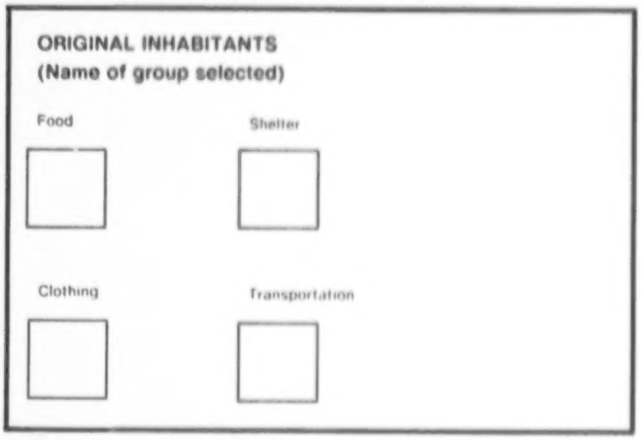
- This research can become part of an ongoing bulletin board display for the unit.

BULLETIN BOARD DISPLAY



- To review Native lifestyle, have students write two questions (with accompanying answers) to ask the class or small group. To encourage students to write questions other than those that require recall of information, provide students with question stems that encourage higher level thinking. (See Questioning, page 68.) Some of the question stems can be put on charts and displayed for easy reference.

4. Develop a conclusion/solution

- Focus on the original lifestyle list from the first section and ask students if there are any changes in their perceptions of Native people.
- Update the list on the blackboard and have students record key points in their notebooks.

PART 2: WHERE WERE THE TRADE ROUTES AND WHY WERE THEY USED?

ESTIMATED TIME:	4 (30 minute) periods
RESOURCES:	*Junior Atlas of Alberta* *Alberta's Metis: People of the Western Prairie*, page 13, 22

SKILL OBJECTIVES

Process Skills

Use historical maps and map legends to locate the territories occupied by different Indian tribes, major fur trading posts and communities under study.

Give possible reasons for the location of the major fur trading posts, fur trade routes, railroads, settlement (towns, cities).

DEVELOPMENTAL ACTIVITIES

- **Fur Routes**—Using one or a combination of the following an overhead map of Canada, a wall map or an atlas, have students identify the following:
  - prairie provinces
  - major rivers and lakes in western Canada
  - north arrow
  - intercardinal directions

- Distribute an atlas and an outline map of the Prairie provinces that shows rivers and lakes. Have students mark the north arrow on their map.

  Using an overhead of fur trading routes and major fur trading posts, focus on a major fur trading route and post and discuss why it was used and why the particular location may have been chosen for the fur trading post.

  Have students outline the fur trading routes and major fur trading posts on their maps. An overhead of the same map can be used to guide the students.

  Discuss:
  Why were these particular routes used?
  Why were these posts built?
  For example:
  - Fort Edmonton was chosen because it was close to the river.
  - Fort Saskatchewan was built close to the river so that furs could be taken to eastern Canada and then to Europe.
  - Rivers were highways that brought the Indians to the fort and then took the furs to a central point.

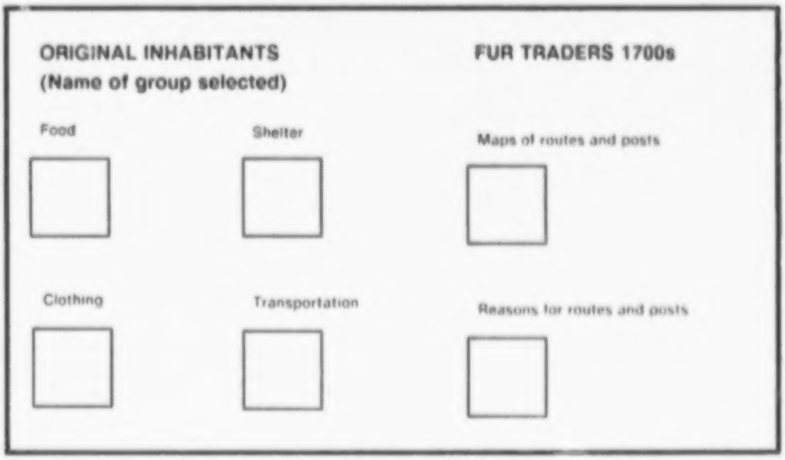
- **Using Intercardinal Directions**—To review intercardinal directions, ask the student several questions. For example:
  What direction would you travel if you went from Fort Edmonton to Fort Garry?
  What direction would you travel if you went from Fort Edmonton to Fort Pitt?

  Have each student make two true or false statements using cardinal and intercardinal directions. For example:
  Fort Garry is east of Edmonton.
  Fort Chipeywan is south of Calgary.

  Have the student use their true/false statements by quizzing a partner or members of a small group.

- Display a map of the fur trading posts and routes on the bulletin board.

BULLETIN BOARD DISPLAY


ORIGINAL INHABITANTS
(Name of group selected)
FUR TRADERS 1700s
Food
Shelter
Maps of routes and posts
Clothing
Transportation
Reasons for routes and posts

PART 3: FUR TRADING SETTLEMENT

ESTIMATED TIME:	5 (30 minute) periods
RESOURCES:	*Alberta Metis: People of the Western Prairie* (pages 21-28) *Junior Atlas of Alberta* (pages 24-25) *Pages from the Past* (pages 15-18) Field Trips - Museum and Forts

KNOWLEDGE OBJECTIVES

Concept

Settlement

SKILL OBJECTIVES

Process Skills

Acquire information by reading, viewing and listening to identify the main idea and supporting details.

Communication Skills

Role play an historical event or show Albertans' adjustment to a changing lifestyle.

DEVELOPMENTAL ACTIVITIES

- **Concept of Settlement**—Present the definition of settlement (making a home in a new area). Have students generate examples of settlements and reasons why people start settlements.

  Read to students a passage that describes a fur trading settlement or involves a fur trading settlement, e.g., Alberta Metis: People of the Western Prairie pages 21-28 or Tell Me, Grandmother pages 19-35 or Beaver, Beads and Pemmican - Canada's Fur Trade.

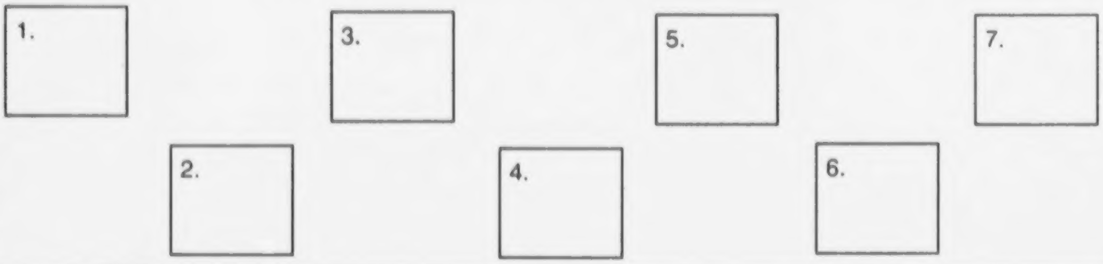
  Discuss:
  What is a fur trading settlement?

- **Learning about Fur Trading Settlements**—Have students work individually or in small groups to complete one or more of the following activities. These activities could be made into a centre where students or groups of students choose the activities they want to do. It is important to provide students with many sources of information. Centres can be coded to ensure that each student selects a variety of modes to share information; for example, of the two activities selected, one must involve writing.

Example of a Centre:

FUR TRADING SETTLEMENT

Choose any three of the following activities.



Choice of activities:

1. Mural—Have students draw pictures of a fort complete with traders, Natives, buildings, canoes, furs and other trade items.
2. Diorama—Using a shoe box, recreate the inside of a trading post or a fur trader's home.
3. Role playing/Play Writing—Have students work in groups to write a script for a typical day in the life of a trading post or a day in the life of a fur trader. Then they act it out for the class.
4. Diary or Journal of a Fur Trader—Have a student take the role of a fur trader and document his activities and interactions with others (include Natives, company clerk, other traders etc.) Define a period for which the student is responsible (e.g., a day or a week). This may be presented in writing or on an audiotape.
5. Written and/or Oral Report—Have students research different aspects of a trading post (e.g., trade goods exchanged, value of furs, social activity). Information gathered can be presented in an oral or written report.
6. Reconstruction of a Trading Post—Have students work in groups to reconstruct a trading post, using large cardboard boxes for buildings. The interior can be decorated with items associated with or found in a trading post (some products can be re-created). This is a good prop for role playing.
7. Report—Write a report on the influence missionaries had on the Native people (i.e., Father Lacombe, John McDougall and Father Thibault).
8. Interview—Set up an imaginary interview with a Native woman married to a fur trader to show her assistance to her husband (teacher, guide, interpreter). She also served as an ambassador between the Natives and the fur traders.

- Completed student work could be displayed on the bulletin board under the "Fur Traders" section. Some students or groups could also share their projects with the whole class.
- Have students or groups of students role play an activity that occurred in the fur trading fort while the rest of the class identifies what is happening.

PART 4: HOW DID NATIVES AND EUROPEANS INFLUENCE EACH OTHER'S LIFESTYLE DURING THE FUR TRADING PERIOD? (PROBLEM–SOLVING STRATEGY)

ESTIMATED TIME:	8 (30 minute) periods
RESOURCES:	*Alberta's Metis: People of the Western Prairie* (pages 14–72) *Annette's People: The Metis* (chapters 1–9)

KNOWLEDGE OBJECTIVES

Generalization

The contact between the Natives, the fur traders and the settlers in Alberta's history brought changes to their lifestyles.

Concepts

Lifestyle

Related Facts and Specifics

How the fur traders and settlers brought about change to the Native people's lifestyle (e.g., by introducing Christianity, technology and law enforcement, by killing buffalo, by building fences, immigration, by the introduction of alcohol and by the signing of treaties).

How the Natives affected the lifestyle of the traders and settlers (e.g., food, hunting practices, transportation).

SKILL OBJECTIVES

Process Skills

Gather information by

- identifying time and place relationships (setting)
- identifying cause–effect relationships

Compare and contrast the changes faced by several of the following: Natives, the fur traders, settlers, the people living during the depression and the war years.

Identify how events in Alberta's history affected the lifestyle of Albertans.

Communication Skills

Express ideas in sentence and/or paragraph form on how change has affected the lifestyle of Albertans, supporting main idea with appropriate detail.

ATTITUDE OBJECTIVES

Appreciation of the contributions made by the many people/groups in Alberta's history.

DEVELOPMENTAL ACTIVITIES

1. Understand the question

HOW DID NATIVES AND EUROPEANS INFLUENCE EACH OTHER'S LIFESTYLE?

- Have students generate examples or display pictures that show how our lifestyle can be or is affected by other people, new information, location or technology.

  e.g.,
  A new baby in the family.
  Moving from an apartment to a house.
  Moving from the city to a farm.
  New information in medicine, aeronautics.
  Invention of a car that doesn't require gasoline.
  Use of videotape recorder.

- Brainstorm:
  How the arrival of Europeans may have affected the Native people's lifestyle?
  How the Natives affected the lifestyle of Europeans who came to Canada?

  List the student responses on the board.

- Have the teacher start reading *Annette's People* chapters 1–6 or have students in pairs start reading *Annette's People* at the beginning or end of each class. The first six chapters will provide the context for independent research in this section. Students can also start focusing on ways lifestyle was affected.

2. Develop research questions and procedures

- Group the ideas brainstormed by the students. Focus students' attention to the categories used when researching Native lifestyle before European settlement.

  Discuss: To find more information on how the Native lifestyle was influenced by Europeans, and how Europeans were influenced by Natives. What should we research?
  e.g., How did the Europeans affect the Native way of travel?
  How did the Natives influence the European way of travel?

  Discuss: Where information can be found to answer the questions generated.

3. Gather, organize and interpret information

- Make a large chart that compares the Native lifestyle before and after European influence. Also compare the European lifestyle before and after Native influence. Assign different students different questions to research. After the information is gathered, have students share their findings. Fill in the chart.

Example of a class chart:

HOW LIFESTYLE OF NATIVES AND EUROPEANS WAS AFFECTED

	NATIVE LIFESTYLE		EUROPEAN LIFESTYLE	
	Before	After	Before	After
food	pemmican venison moose wild berries (saskatoons, blueberries, chokecherries, strawberries)	flour sugar salt bread tea	salted pork salted fish dried fruit bread	pemmican bannock rabbit wild berries (saskatoons, chokecherries)
clothing				
medicine				
shelter				

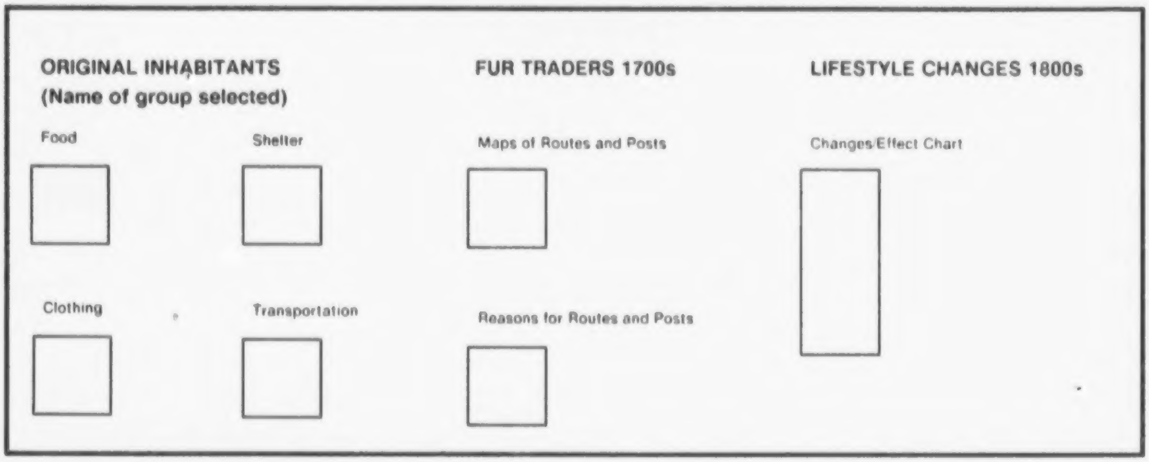
As chapters 7–9 of *Annette's People* are read, have students focus on the changes in lifestyle. Draw students' attention to the time difference between the coming of the Fur Traders (1700s) and the Metis Settlement (1800s), a century.

- Working in small groups, have students chart how changes in lifestyle came about and what were the effects. When the groups have completed their charts, have them share their ideas. The following is a sample of how the chart could look.

CHANGE	EFFECT
1. Hunting.	
Natives started using guns.	Could kill more animals. Some animals were becoming scarce.
Europeans learned how to make and set rabbit snares using animal sinew or pieces of jackpine roots as rope.	Provided a greater variety of food.
Natives started using metal traps.	Obtaining food was easier. Trapped more animals for trading.
2. Medicine.	
Europeans learned to brew tea from spruce needles and make poultices of herbs.	The tea rich in vitamin C helped prevent scurvy. The poultices helped reduce swelling and pain caused by sores and swollen limbs that resulted from scurvy.
Natives had access to European medicine.	Lived longer.
3. Food.	
Europeans learned to use milkweed pod, pigweed leaves, and water lily pads.	Provided a greater variety of foods.
4. Laws (NWMP)	
Natives had a new set of laws.	The laws were not always understood by the Natives. Controlled whisky traders.
5. Guns	
Natives started using guns.	Used in territorial agression.

Add the student charts to the bulletin board display.

BULLETIN BOARD DISPLAY


ORIGINAL INHABITANTS
(Name of group selected)
Food
Shelter
Clothing
Transportation
FUR TRADERS 1700s
Maps of Routes and Posts
Reasons for Routes and Posts
LIFESTYLE CHANGES 1800s
Changes/Effect Chart

- Extension – Ask a hunter training program instructor or other resource person to take the students for a walk to examine what's edible in nature e.g., dandelion leaves.

4. Develop a conclusion/solution

- Have students orally review how lifestyle of Natives and Europeans was affected.

- Have students write a paragraph, describing how lifestyle of Natives and Europeans was affected. Encourage students to use specific examples. The charts that were made by the groups can be used as references.
  After receiving a rough draft of the paragraph, hand it back uncorrected. Teach a self-correcting strategy like "COPS" to encourage students to proofread their own writing. Teach the strategy.
  C—Are the first words in each sentence capitalized? Are names capitalized?
  O—How is the overall appearance?
  P—Have I used punctuation?
  S—Are the words spelled correctly?
  This could be made into a class chart for future reference.

COPS
C: Capitalization
O: Overall Appearance
P: Punctuation
S: Spelling

After students have self-corrected their paragraph, have the paragraphs submitted for evaluation.

PART 5: HOW DID THE DEPRESSION AFFECT ALBERTANS? (PROBLEM-SOLVING STRATEGY)

ESTIMATED TIME: 8 (30 minute) periods

RESOURCES: "The Great Depression" filmstrip from the Kanata kit
Albertans Past, Present, Future (pages 39–58)
Annette's People: The Metis (pages 55–60)
Pages from the Past (pages 83–92)
Drylanders (video)

KNOWLEDGE OBJECTIVES

Generalization

Albertans have been affected and challenged by historical events.

Concepts

Depression

Related Facts and Specifics

The lifestyle of the Albertans of the period studied and the agents that affected their lifestyle (e.g., agriculture, church, depression, wars, industry).

What the Great Depression was and its effect on the lives of the people of Alberta, in urban and rural centres.

What changes Albertans had to make to their lifestyle in order to cope with conditions during the depression.

SKILL OBJECTIVES

Process Skills

Acquire information by reading, viewing and listening to identify the main idea and supporting details.

Acquire information by conducting an interview and/or field study to make use of community resources (e.g., museum, senior citizens' home)

- use planned procedures
- record and summarize information from the interview/field study
- assess the success of the planning and enactment of the field study and/or interview

Compare and contrast the changes faced by several of the following: Natives, the fur traders, settlers, the people living during the depression and the war years.

Identify how events in Alberta's history affected the lifestyle of Albertans.

Communication

Write a page of a journal or diary entry, or present information on an audiotape recording.

ATTITUDE OBJECTIVES

Appreciation of the contributions made by the many people/groups in Alberta's history.

Appreciation of and tolerance toward the decisions made by Albertans in different times and under different circumstances.

DEVELOPMENTAL ACTIVITIES

1. Understand the question HOW DID THE DEPRESSION AFFECT ALBERTANS?

- Review what has been studied, Natives before settlement and the fur trade. Explain that following the fur trade, many settlers came to live in Alberta. Discuss how many years had passed from the time the fur traders came to the time many settlers came. Refer to the bulletin board display. A bulletin board time line can be started. Ensure that equal spaces are used for equivalent time periods.

- Ask the class if they have heard of the Great Depression. Let them share what they know.

  Tell students that after the filmstrip "The Great Depression" is shown, they will develop a definition for and description of the depression.

  After showing the filmstrip, discuss the concept of depression. List student responses on the board.
    What was the depression?
    How were Albertans affected?
    The depression stretched from 1929—1939. How long was it?
    What word do we use to describe 10 years? (decade)
    The depression is often called the "Dirty Thirties." Why did it get this name? (e.g., occurred in 1930s, poor, dusty, dry land)

2. Gather, organize and interpret information

- Show the video, *The Drylander*. Emphasize that although this describes life during the settlement and depression period in Saskatchewan, the experiences were similar to those experienced by Albertans.

- Have students interview someone who lived through the depression or whose parents lived through the depression. Have students plan questions and procedures for the interview. During or after the interview, have students record and summarize the information. As a class discuss the success of the planning and the carrying out of the interview.

- Review the concepts of "urban" and "rural" dwellers (Grade 3 Topic B).

  Discuss:
    What do we call the community where farmers live and work?
    Why do we call these communities rural?
    What word describes a large town or city?

- Have students use resources available to complete a chart similar to the one below which shows the different hardships and experiences in urban and rural areas.

EXPERIENCES DURING THE DEPRESSION

URBAN	RURAL
Unemployment Soup Kitchens Hostels Relief	Hailstorms Grasshoppers Drought Dust Storms

Show for a second time the filmstrip, "The Great Depression." Have students add ideas to their charts.

3. Develop a conclusion/solution

- Focus students on the question, "How did the depression affect Albertans?" Have each student write down two ideas on their think pad to share with the rest of the class. As students share their ideas, record them on the board or experience chart.

- Have students write a page of a diary describing the life of either an urban or rural dweller.

  Examples of diary entries:

URBAN DWELLER

August 12, 1932

It was another day of standing in line for food. How embarrassing that is. It was only a short time ago that I could afford to have a fancy meal in any fine hotel. But there aren't any jobs. Some of my friends are going to Saskatchewan to look for jobs. Maybe I'll have to leave town as well.

RURAL DWELLER

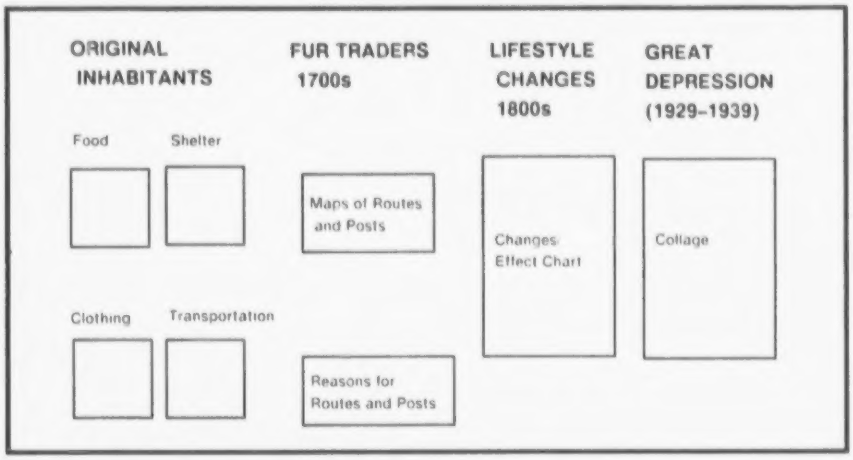
August 12, 1932

The wind blew strongly again today. It's a good thing that the garden is protected by a row of trees. At least we will have vegetables from the garden and milk from our cow. I was lucky to sell two dozen eggs in town for 10¢. The only money I can save is from selling eggs.

- As a culminating activity, make a large class collage or individual student collages using pictures, drawings and words related to their findings about the depression.

- Add the finished collage(s) to the bulletin board.

BULLETIN BOARD DISPLAY


ORIGINAL INHABITANTS
Food
Shelter
Clothing
Transportation
FUR TRADERS 1700s
Maps of Routes and Posts
Reasons for Routes and Posts
LIFESTYLE CHANGES 1800s
Changes Effect Chart
GREAT DEPRESSION (1929–1939)
Collage

PART 6: THE WAR YEARS—WORLD WAR II (1939–1945)

ESTIMATED TIME:	4 (30 minute) periods
RESOURCES:	*Albertans: Past, Present, Future* (pages 59–80) *Annette's People: The Metis* (pages 61–64)

KNOWLEDGE OBJECTIVES

Generalization

Albertans have been affected and challenged by historical events.

Related Facts and Specifics

The lifestyle of the Albertans of the period studied and the agents that affected their lifestyle (e.g., agriculture, church, depression, wars, industry)

What World War II was and how it affected the lives of Albertans.

What changes Albertans had to make to their lifestyle in order to cope with conditions during the war.

SKILL OBJECTIVES

Process Skills

Acquire information by reading, viewing and listening to identify the main idea and supporting details.

Acquire information by conducting an interview and/or field study to make use of community resources (e.g., museum, senior citizens' home)

- use planned procedures
- record and summarize information from the interview/field study
- assess the success of the planning and enactment of the field study and/or interview.

Compare and contrast the changes faced by several of the following: Natives, the fur traders, settlers, the people living during the depression and the war years.

Identify how events in Alberta's history affected the lifestyle of Albertans.

ATTITUDE OBJECTIVES

Appreciation of the contributions made by the many people/groups in Alberta's history.

Appreciation of and tolerance toward the decisions made by Albertans in different times and under different circumstances.

DEVELOPMENTAL ACTIVITIES

- **Introduction to War Years**—Review the decade of the Depression and discuss with students key points. (e.g., unemployment, poverty.)

- Tell students that when the Depression ended something else occurred that affected the world. This event lasted for almost six years (W.W. II).

  Distribute *Albertans: Past, Present, Future*. Read and discuss pages 60–62.

Discuss:

How did Germany try to solve some of the problems brought on by the depression? (changed leadership—Adolph Hitler)

Why were people worried about Hitler taking over the world? (His armies were killing many people, while they took over much land).

- Have students focus on the letter on page 63.

Discuss:

Why did young men and women become involved in the war?

What factors affected people's decision to join the military? (e.g., patriotism, desire to fight for their country, people were poor and hungry and this was a chance for employment, food and shelter.)

Are there items, like food and clothing that you do not have? Would you enlist in the military to get them as the Albertans described on page 63 did? Why or why not?

How would you describe the people that enlisted in the military for these reasons? (desperate)

- Tell the class that the Canadian armed forces consisted of three major groups. Have the students try to identify the groups: army, navy and air force.

Read and discuss *Albertans: Past, Present, Future*, page 64.

- Divide the class into groups. Assign each group a reading from *Albertans Past, Present, Future*.
  The Canadian Army page 65
  The Royal Canadian Navy pages 66–67
  The Royal Canadian Air Force pages 68–69
  Women at War page 70

Each group can do the task cards described in Activity 16 in the Teacher Guide for *Albertans Past, Present, Future* or the student groups can read the descriptions and list several interesting points to share with the whole class.

- **Albertans' Adjustment to the War**—To find out how Albertans at home and abroad adjusted to the war, have students do Activity 17 described in the Teacher Guide for Albertans Past, Present, Future or do the following activity.

As a class read *Albertans' Past, Present, Future* page 71. As the page is read, have students focus on how the lives of women changed. A wall chart can be used to summarize information collected.

HOW ALBERTANS ADJUSTED TO THE WAR

GROUP	ADJUSTMENT MADE	REASON FOR ADJUSTMENT
Women	Many women went to work outside the home – war plants, factories, hospitals, welders, truck drivers.	Men at war, women did the work of men.

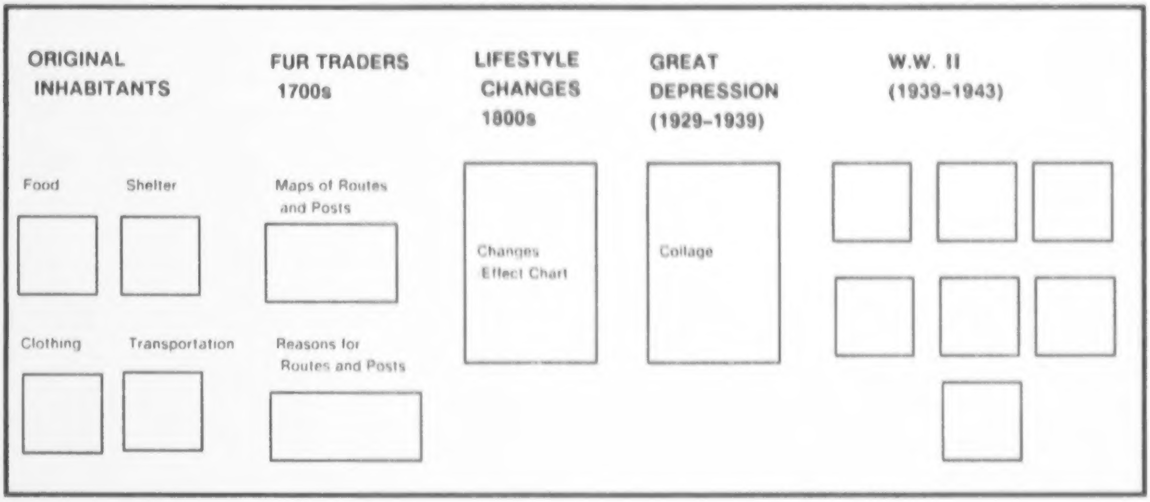
Using pages 72–80, assign each group different pages to read to find information on how Albertans adjusted to the war. When the information is gathered, have each group share their findings and record their ideas on the wall chart.

- **Extension Activities**—One or more of the following activities may be used to enrich the student's understanding of war.

1. Write a paragraph describing an adjustment that would be difficult to make during W.W. II.
2. Role play various adjustments Albertans made during wartime.
3. Create a display of war memorabilia (e.g., ration cards, children's toys, medals, pictures). Discuss:
    - How do these items fit into the war effort?
    - Why were ration cards used?
    - Would ration cards be useful now?
    - How has technology changed since 1945?
4. Arrange a field trip to a military museum or the military part of a museum. If a museum is not available in your district, write the National War Museum in Ottawa for information to questions generated by the students about the war.
5. Invite a guest speaker to discuss his/her role in the war or invite a member of his/her family. Have students generate a list of questions for the guest to answer. (See Interviewing, page 93.) e.g.,
    - Why did you enlist?
    - How did people in your community make out when there were great shortages? in other parts of Canada?
    - How were you involved in the war?
6. Plan and prepare a meal to show the difficulty of cooking and living with shortages.

These activities (where appropriate) can be displayed on the bulletin board.

BULLETIN BOARD DISPLAY


ORIGINAL INHABITANTS
Food
Shelter
Clothing
Transportation
FUR TRADERS 1700s
Maps of Routes and Posts
Reasons for Routes and Posts
LIFESTYLE CHANGES 1800s
Changes Effect Chart
GREAT DEPRESSION (1929–1939)
Collage
W.W. II (1939–1943)

PART 7: HOW HAVE ALBERTANS ADJUSTED TO CHANGES? HOW HAVE THE PEOPLE IN ALBERTA'S HISTORY CONTRIBUTED TO THE DEVELOPMENT OF ALBERTA?

ESTIMATED TIME: 4 (30 minute) periods

RESOURCES: *Annette's People: The Metis* pages 67-72

KNOWLEDGE OBJECTIVES

Generalization

Albertans throughout the history of Alberta have contributed to its development.

Concept

Contribution

Related Facts and Specifics

How people and groups of people contributed to the development of Alberta, such as:

- different groups of people worked together in a team effort
- shared knowledge with others; e.g., about medicine, food, transportation, hunting
- cleared land and established farmsteads
- built railways, towns
- defended our country
- contributions of individuals

SKILL OBJECTIVES

Process Skills

Gather information by:

- identifying the sequence of ideas or events
- using definite time concepts such as decade and century
- calculating the length of time between two given dates

Organize information by arranging events in chronological order (e.g., timeline in order to establish a framework)

Participation Skills

Plan and carry out an action that shows appreciation for a person/group of people in Alberta's history.

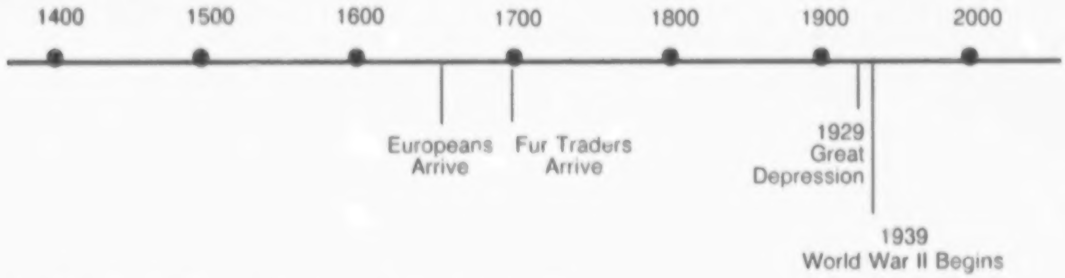
ATTITUDE OBJECTIVES

Appreciation for the contributions made by the many people/groups in Alberta's history.

DEVELOPMENTAL ACTIVITIES

- **Time line**—Using the information on the bulletin board, add to or create a large class time line. Emphasize dates of significant events studied. Use equivalent spaces to represent equivalent time periods.

  Example of a time line:



- Using the time line and information gained, discuss:

  How many years were there between the beginning of the Great Depression and the beginning of W.W. II?
  What is a 10-year period of time called? (decade)
  The fur traders arrived in the 1700s. How many years ago was that?

- Have students make a simple time line in their notebooks.

- **Adjustments to Changes**—Have students working in pairs discuss and record, "How Albertans adjusted their lifestyle to meet changes and challenges." Remind students to keep in mind the events studied and to use specific examples.

  On completion, have students share their responses. Record these on the blackboard.
  Examples of student responses:
  - Native people used natural products to meet their needs, e.g., used plants for medicinal purposes, made spoons from bones, used animal tendons for thread
  - joined the military in W.W. II to obtain food, shelter and clothing
  - Europeans and Natives adjusted their lifestyle, e.g. Natives hunted with guns
  - used what was available to survive during the depression, e.g. farmers depended on their garden and animals for food
  - technology has changed lifestyles; e.g. tractors replaced horses

- Have students or groups of students demonstrate a change in lifestyle by using one of the following means or means generated by the students. (See Strategies and Activities, pages 62-63.)

  models
  puppet show
  diorama
  painting
  skits
  drawing
  game
  mural
  tape presentation
  interviews

  These can be displayed in the library, presented to another group of students or shared with parents.

- **Concept of Contribution**—Explain to students that a contribution is something one gives or shares. Present several examples and discuss:

  e.g., Ivan made a contribution to our discussion by sharing his ideas.
  What did Ivan give or share?
  Susan made a contribution to our science centre by bringing her rock collection.
  What did Susan give or share?
  I made a contribution to the Boy Scout bottle drive.
  How did I make a contribution?

Explain that Albertans of the past have made a contribution to the development of Alberta.

Discuss:
What contribution did the following people make?

Natives	People during the Depression
Fur Traders	People during W.W. II

Examples of student responses:

- Natives shared their knowledge about medicine, food, transportation, hunting and knowledge of country
- fur traders built fur trading posts
- people during the Depression worked together to overcome shortages of food
- the Canadian Armed Forces defended our country

- Have students skim the learning resources available for examples of individuals that contributed to Alberta's history. Share the information gathered.

e.g.,
Chief Crowfoot—head chief of the Blackfoot Nation
Emily Murphy—noted author and social rights advocate
Factor Rowand—chief factor of Fort Edmonton
Father Lacombe—introduced the Red River carts which were a great aid in bringing people west
Reverend Rundle—was first resident missionary in Fort Edmonton
Chief Samson—chief of the Crees who signed Treaty Six resulting in Indians giving up their interest to the land around Edmonton and settling on a reserve set aside at Hobbema (Bear Hills)
Douglas Cardinal—a prominent Metis architect
Maria Campbell—a well-known author
Senator Gladstone—senator from the Blood Reserve
Muriel Manymoons—teacher and author of *Sarcee Reserve*
Jim Gladstone—a Native who is a world calf roping champion
Ralph Steinhauer—a Native who was the Lieutenant-Governor of Alberta
Mark Messier—a hockey player who plays for the NHL
Jerry Potts—helped the Mounties keep peace on the plains

- **Action Plan**—Have students develop and carry out an action plan that shows appreciation for a person or group of people in Alberta's history.

Discuss:
What has been done in our community that shows appreciation for the people in Alberta's history?

e.g.,
- museums built
- statues built
- local history books written
- autobiographies written
- photographs of people and events displayed in public buildings
- schools named after famous people

What can we do to show appreciation for the people in Alberta's history?

e.g.,
- share information about our history with another class or our parents
- draw pictures to be displayed in the school, town hall or shopping centre
- make a book of Alberta's history and ask the librarian to display it in the library
- share skits with another class
- read stories about Alberta's people to parents, seniors or another class

Have the class or individual students choose one activity to do. On completion, discuss:
Was that a good thing to do? Why or why not?

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GRADE 4 TOPIC C: ALBERTA: A COMPARATIVE STUDY WITH QUEBEC

FOCUS: ALBERTA

TOPIC C ALBERTA: A COMPARATIVE STUDY WITH QUEBEC

This unit focuses on the similarities between Alberta and Quebec. Geography, resources, occupations, leisure activities, language and customs will be compared in the study, but the main emphasis is on people. The links that exist between the provinces as well as the contributions of Albertans and Quebecois to the Canadian way of life are examined. Quebec was chosen to provide a comparative study of an area where there are some aspects of culture and language that are different from Alberta. The intent of the unit is to develop an awareness of Canada as a bilingual country and to develop understanding, appreciation and increased sensitivity to another region of Canada that has similarities and differences.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions:
What are the similarities in Albertans' and Quebecois' lifestyle? Differences?
Why are there differences in language, customs and lifestyle?
How do these differences enrich the lives of Albertans? Quebecois?
What can we learn from one another?
What can we share with each other?
What changes would a family have to make moving from one province to another?

KNOWLEDGE OBJECTIVES

The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION – **There are similarities and differences in the way people in Alberta and Quebec live.**

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
There are similarities and differences in Alberta's and Quebec's geography and lifestyle.	geography—*the study of the surface of the earth and the plant, animal and human life on it* lifestyle—*the way of life of a group or an individual*	• the major geographic regions and natural resources of Alberta and Quebec • the major leisure activities, language, occupations, customs and traditions of Albertans and Quebecois • symbols of two provinces (e.g., flags, crests, official flowers, birds) • the similarities and differences in lifestyle between Albertans and Quebecois • links between Alberta and Quebec such as language, sports, tourism, music, being Canadian • some of the ways that people maintain culturally distinct lifestyles (food, dress, holidays, language, recreation, religion, music)

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Canada is a bilingual country.	bilingual—*equal opportunity to use two languages*	• the major language of Quebec is French and the major language of Alberta is English • official languages of Canada are English and French • words to "O Canada" in French • advantages of knowing more than one language
The Quebecois and Albertans have contributed to the Canadian way of life.	contributions—*something given or shared*	• some of the contributions made (e.g., music, food, games, sports, clothing, art, literature, entertainment, technology)

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- acquire information by selecting and using books appropriate for the purpose (texts, encyclopedias, reference books, atlases, etc.)
- locate information in an encyclopedia by using key words, letters on volume, index and cross-references
- organize information by classifying pictures and/or facts under main headings/categories
- integrate and organize the information gained from previous experience and from listening and viewing, with that gained from books, magazines, newspapers and pamphlets
- record information on graphs and/or charts, comparing the physical geography, resources, occupations, leisure activities, language, customs and/or traditions
- use computer programs (where appropriate software and hardware is available)
  - to assist in the study of specific content areas
  - to simulate situations impractical to reproduce in the classroom
  - to write a paragraph

Geography/Mapping

- read, use and interpret different map legends and symbols (e.g., abbreviations commonly found on maps and globes)
- compare maps of the same area drawn with different scales
- make comparisons between the two provinces using maps of same scale
- using maps of Canada, find Alberta's location relative to Quebec and the other provinces
- on maps and globes, locate one's own community, province, country and other communities being studied
- identify on a map projection that north is toward the North Pole and south is toward the South Pole
- identify cardinal and intercardinal directions, using the direction finder (e.g., north arrow on a map)

Analyzing/Synthesizing/Evaluating

- draw conclusions about the similarities and differences between Alberta and Quebec
- predict the changes in lifestyle an individual may have to make to adapt to a move from Alberta to Quebec and/or from Quebec to Alberta
- draw conclusions on how one might maintain one's individual lifestyle while adapting to a new community

COMMUNICATION SKILLS

- take notes in point form collected from various sources
- orally present information on a specific topic giving consideration to pronunciation, enunciation, content and organization
- make a table of contents to organize the unit
- role play, showing adapting to a move from one province to another
- in one or more paragraphs, express ideas on the similarities and differences between Alberta and Quebec

PARTICIPATION SKILLS

- demonstrate respect for the rights and opinions of others
- contribute to the various functions of group work as recorder, reporter, leader
- observe the courtesies of group discussion, such as speaking in turn and using appropriate tone
- accept and abide by the decision of the group or share and defend a different point of view
- learn from criticism and suggestion; and give constructive criticism and suggestions

ATTITUDE OBJECTIVES

The student will be encouraged to develop:

- appreciation for the many similarities and differences shared by Canadians
- appreciation of the value of understanding two or more languages
- respect for someone else's opinion, viewpoint or language
- appreciation for the bilingual nature of Canada

GRADE 4 TOPIC C: ALBERTA: A COMPARATIVE STUDY WITH QUEBEC

RESOURCES

Basic

Canada (National Geographic—Media Kit) 1987
A media kit that is authorized for Grade 5 but the filmstrip on Quebec could be used for this topic. The filmstrip focuses on contemporary Quebec with a brief glimpse of its history.

Supplementary

Learning About Series (GLC/Silver Burdett) 1984
Learning About Alberta
Learning About Quebec
The booklets briefly examine the location, history, major cities, sports, tourist attractions and industries of each province. Only several copies are needed.

Hello Series (GLC/Silver Burdett) 1986
Hello Calgary
Hello Quebec
Hello Montreal
Hello Edmonton
The booklets briefly examine each city's location, history, industry and tourist attractions. Only several copies are needed.

Other Resources

Globe of the World
Map of the World
Atlas of Canada
Wall Map of Canada

Canadian Symbols Kit (Minister of Supply and Services Canada) 1987
The kit has cards that have colourful drawings of the symbols of each province with an accompanying explanation on the back of the card. Cost: $9.95. Can be ordered from:
Canadian Government Publishing Centre
Supply and Services Canada
Ottawa, Ontario
K1A 0S9

See Learning Resources, page 42.

SAMPLE UNIT

GRADE 4 TOPIC C: ALBERTA: A COMPARATIVE STUDY WITH QUEBEC

The following sample unit is one way to approach the teaching of this topic. The mandatory objectives of this topic will be met if the developmental activities are used as suggested. The sample unit is set up as a sequential series of lessons.

The developmental activities can be expanded, modified or substituted by other activities. When substituting activities or developing one's own unit of study, it is important that the activities selected meet the objectives of the topic. Practice and review activities as well as evaluation must be developed by the teacher as these are not built into the sample unit.

If desirable, arrange for an exchange between a Quebec classroom and an Alberta classroom. Students can be paired off as penpals exchanging letters and information about their community. The students can collect items which they consider typically Albertan. These items which may include travel guides, tapes of songs and customs, artifacts, samples of resources and posters with accompanying written explanations can be placed in a box and sent to the twin school in Quebec.

If your school has a French program, activities can be coordinated with other classes or the French teacher may become a resource person.

PART 1: WHERE IS QUEBEC LOCATED IN RELATION TO ALBERTA?

ESTIMATED TIME:	4 (30 minute) periods
RESOURCES:	Globe of the World Map of the World Atlas of Canada

KNOWLEDGE OBJECTIVES
Concepts
Geography

SKILL OBJECTIVES
Process Skills
Read, use and interpret different map legends and symbols (e.g., abbreviations commonly found on maps and globes).
Using maps of Canada, find Alberta's location relative to Quebec and the other provinces.
On maps and globes, locate one's own community, province, country and other communities being studied.
Identify on a map projection that north is toward the North Pole and south is toward the South Pole.
Identify cardinal and intercardinal directions, using the direction finder (e.g., north arrow on a map).

DEVELOPMENTAL ACTIVITIES

- **Introduction to Study**—Tell the students that having studied about Alberta's people and geography they are now going to study Quebec's people and geography. Have students share what they know about Quebec. As students brainstorm, record and post their ideas for future reference.

  Ask the students what they would like to learn about Quebec. Brainstorm a list of questions. Record and post the questions.

  If an extensive list is generated, it may be desirable to categorize the ideas and questions.

- Focus on the questions generated by the students at the beginning of the unit. Using the students' questions (areas of interest) and the topic objectives, explain to the students that you will be comparing the following:
  natural resources
  the history
  the people and their lifestyle

- **Location of Canada**—Tell students that before answering the questions they've generated, the location of Canada, Alberta and Quebec will be examined.

  Using a globe and/or map of the world, have students locate Canada, the North and South poles, the Atlantic and Pacific oceans, North America, Asia, Africa, Europe and South America.

- **Location of Alberta and Quebec**—Distribute atlases and have students turn to a map of Canada. As students name the provinces, have them locate them on their map by putting their finger on the province.
  Discuss:
  How are provinces represented on the map of Canada?
  How many provinces are there in Canada?
  What is the most westerly province?
  What province is farthest east?
  What direction is Quebec from Alberta?
  What is the capital of Alberta ? (locate on the map)
  What is the capital of Quebec? (locate on the map)
  What direction is Edmonton from Quebec City?
  What direction is our community from Quebec City?

- Distribute an outline map of Canada and have students label Alberta and Quebec, indicating where the capitals are located, as well as their own community.

- Using a transparency outline of Alberta and Quebec, place one over the top of the other on an overhead to show students the similarities and differences of the two provinces (e.g., size, shape).

- **Location of Major Cities**—Using maps in an atlas or road maps, have students locate major cities in Alberta and Quebec.
  Discuss:
  What is the capital of Alberta? Quebec?
  What is the population of the major cities in Alberta? in Quebec?
  In which part of the province are the major cities located? Why?

PART 2: COMPARING ALBERTA AND QUEBEC'S GEOGRAPHY AND PEOPLE

ESTIMATED TIME:	10–12 (30 minute) periods
RESOURCES:	Atlases

KNOWLEDGE OBJECTIVES

Generalization

- There are similarities and differences in Alberta's and Quebec's geography and lifestyle.
- Canada is a bilingual country.

Concepts

- Geography
- Bilingual

Related Facts and Content

- The major geographic regions and natural resources of Alberta and Quebec.
- The major leisure activities, language, occupations, customs and traditions of Albertans and Quebecois.
- The major language of Quebec is French and the major language of Alberta is English.
- Official languages of Canada are English and French.
- Words to "O Canada" in French.
- Advantages of knowing more than one language.

SKILL OBJECTIVES

Process Skills

- Integrate and organize the information gained from previous experience and from listening and viewing with that gained from books, magazines, newspapers and pamphlets.
- Organize information by classifying pictures and/or facts under main headings/categories.
- Record information on graphs and/or charts, comparing the physical geography, resources, occupations, leisure activities, language, customs and/or traditions.
- Read, use and interpret different map legends and symbols (e.g., abbreviations commonly found on maps and globes).
- Compare maps of the same area drawn with different scales.
- Make comparisons between the two provinces using maps of same scale.
- Draw conclusions about the similarities and differences between Alberta and Quebec.

ATTITUDE OBJECTIVES

- Appreciation for the many similarities and differences shared by Canadians.
- Appreciation of the value of understanding two or more languages.
- Appreciation for the bilingual nature of Canada.

200

DEVELOPMENTAL ACTIVITIES

- **Comparing Landform Regions**—Take the Alberta transparency and have students identify where each of the four landform regions are found. (A review of the landforms of Alberta from Topic A would be beneficial.) Use cardinal and intercardinal directions to identify the location of various regions.

  After all the regions are identified and placed on the transparency, have students copy this information onto their Canada map.

- Take the Quebec transparency and explain that Quebec has three different landforms (Canadian Shield, St. Lawrence River Valley, Appalachians) and major rivers.

  Show the regions on a map and have students copy them onto their map of Canada.

- Have students working in pairs or groups gather information on the landform regions of Quebec.
  - Describe the region.
  - What grows in the region?
  - What natural resources are found in the region?
  - What do people do for a living?
  - Where do most people live in the region? In Quebec?

  On completion, have students share their findings.

- **Scale**—Display a variety of maps of Alberta and Quebec drawn to different scales.

  Discuss:
  - Why is there a need to draw maps of different scale?
  - When would you use a map drawn to a smaller scale? Larger scale?

- **Comparing Natural Resources**—Review by brainstorming the natural resources of Alberta. Record student responses on the blackboard (refer to notes in topic A).

- Distribute an atlas and a map of Alberta showing its natural resources. Distribute a map of Quebec on which students show the natural resources of Quebec. Have them develop a legend using the Alberta map as a model. Completed maps can be displayed on the bulletin board.

- Have each student gather information on one natural resource or industry.

  Using information gathered, compose a chart on the blackboard showing similarities and differences in resources of each province.

Alberta/Quebec Resource Use Comparison Chart

Resources/ Industries	Alberta	Quebec
Agriculture	Wheat Ranching	Dairy
Forestry	Lumbering Pulp and Paper	Pulp and Paper
Energy	Oil Gas	Hydro-electricity
Mining	Coal	Gold, Iron Ore
Etc.		

  Have students make a chart in their notebooks.

- Working in groups, have students identify the occupation(s) for each resource keeping in mind there can be several for each (e.g., wheat—farmer, forestry—lumberjack, oil and gas—geologist, roughnecker).

  On completion, have each group share their information with another group.

- **Bilingualism**—Present the music and words to "O Canada" in French or sing using a combination of English and French.
  - Discuss:
    - Have you ever been to a function where "O Canada" was sung in French or sung using a combination of French and English?
    - Why is "O Canada" sung in French?

  Provide the words to "O Canada" in French so students can sing along. The music teacher may be able to assist you with this activity.

- Ask if anyone in your class speaks more than one language. Have those students who speak more than one language share the language(s) they speak and the advantages of knowing more than one language.

  Explain that a person who speaks two languages is considered bilingual. Have students identify people they know who are bilingual.

Explain that Canada has two official languages.

Discuss:

What are Canada's two official languages?
Why are these our official languages?
What would I mean, if I said, "Tara is bilingual in Canada's official languages."?
Is anyone in our class bilingual in Canada's official languages?
What are the advantages of knowing two languages?

- **Population**—Have students find and compare the population of Alberta and Quebec.

Provide students with information on the cultural backgrounds and languages spoken in Quebec and Alberta.

Population by Mother Tongue (1986)[1]

	TOTAL POPULATION	ENGLISH	FRENCH	ENGLISH AND FRENCH	ENGLISH AND/OR FRENCH AND NON-OFFICIAL LANGUAGE	NON-OFFICIAL LANGUAGES
Alberta	2,365,825	1,914,450	48,070	14,150	73,305	315,850
Quebec	6,532,465	580,030	5,316,925	150,730	89,860	394,910

[1] Canada Year Book. 1988. Statistics Canada.

Population of Metropolitan Areas (1986)[2]

Calgary	671, 326
Edmonton	785,465
Quebec City	603,267
Montreal	2,921,357

[2] Canada Year Book. 1988. Statistics Canada.

Land Area and Population Density (1986)[3]

PROVINCE	LAND AREA KM^2	POPULATION PER KM^2
Alberta	638,233	3.7
Quebec	1,357,655	4.8

[3] Canada Year Book. 1988. Statistics Canada.

Discuss:

What are the similarities? Differences?
What may be the reasons for similarities and differences?

Have students graph the information.

PART 3: COMPARING ALBERTA AND QUEBEC'S SYMBOLS

ESTIMATED TIME:	6 (30 minute) periods
RESOURCES:	Canadian Symbols Kit

KNOWLEDGE OBJECTIVES

Related Facts and Content

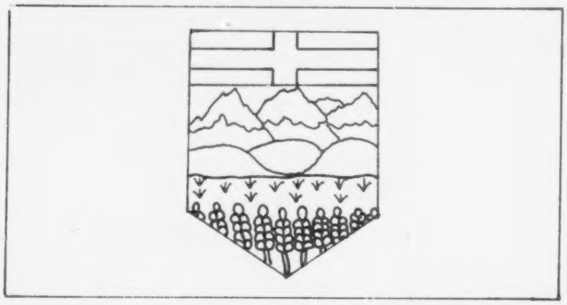
Symbols of two provinces (e.g., flags, crests, official flowers, birds)

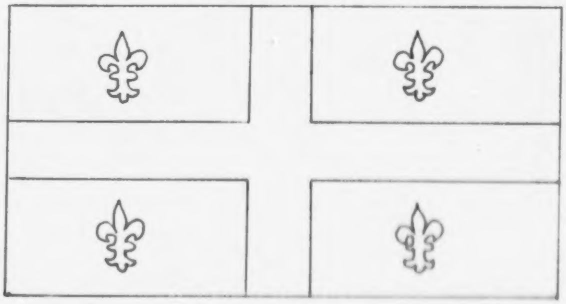
ATTITUDE OBJECTIVES

Appreciation for the many similarities and differences shared by Canadians.

DEVELOPMENTAL ACTIVITIES

- **Comparing Flags**—show the Alberta and Quebec flags.
  Discuss:
    What is shown on each flag?
    What does it represent?
    Why is the representation important to the province?





- **Comparing Crests**—Explain that many families or schools have crests that tell a story about their ancestry or past. Provinces do the same thing. Show students the crests of Alberta and Quebec.

Working in pairs, have students list symbols used on the provincial crests. As students share their ideas record these on a chart.

Ask students to think of reasons why these particular symbols were used. Record the reasons on the chart.

Discuss the similarities and differences of the crests.

Example:

Alberta		Quebec	
Symbol	Reason Used	Symbol	Reason Used
St. George's Cross	Shows connection with England	English Crown English Lion	Connection to England
Mountains	One of the geographic regions of the province	Fleur-de-Lis Maple Leaf Je me souviens	Connection to French origins

By looking at the crests from both provinces it is evident that there is a strong tie with Europe (England and France). Discuss the ties using the chart.

- Using a teacher-prepared outline of a shield, have students create a personal crest for their family. The crest may include some of the following: favourite foods, ethnic background, sports one enjoys, an area one wants to improve, a family tradition, a goal in life, etc.

  The students' crests can be displayed.

- **Comparing Symbols**—Divide the class into pairs or groups and have them research information and illustrate other symbols used in both provinces (e.g., flags, official flower, bird, etc.). Group research should be presented to the class along with pictures/posters of symbols.

  Questions to guide student research:
    Why was the symbol chosen?
    What importance does the symbol have in the province?
    How has the importance of the symbol changed over the years?

  Information gathered can be made into a chart.

PART 4: WHAT ARE THE SIMILARITIES AND DIFFERENCES IN ALBERTAN AND QUEBECOIS LIFESTYLES?
(PROBLEM-SOLVING STRATEGY)

ESTIMATED TIME:
10–14 (30 minute) periods

RESOURCES:
Atlas of Canada
Wall Map of Canada

KNOWLEDGE OBJECTIVES

Generalization

There are similarities and differences in Alberta's and Quebec's geography and lifestyle.

The Quebecois and Albertans have contributed to the Canadian way of life.

Concepts

Lifestyle

Contributions

Related Facts and Content

The major leisure activities, language, occupations, customs and traditions of Albertans and Quebecois.

The similarities and differences in lifestyle between Albertans and Quebecois.

Links between Alberta and Quebec such as language, sports, tourism, music, being Canadian.

Some of the ways that people maintain culturally distinct lifestyles (food, dress, holidays, language, recreation, religion, music).

Some of the contributions made (e.g., music, food, games, sport, clothing, art, literature, entertainment, technology).

SKILL OBJECTIVES

Acquire information by selecting and using books appropriate for the purpose (texts, encyclopedias, reference books, atlases, etc.).

Locate information in an encyclopedia by using key words, letters on volume, index and cross-references.

Organize information by classifying pictures and/or facts under main headings/categories.

Integrate and organize the information gained from previous experience and from listening and viewing, with that gained from books, magazines, newspapers and pamphlets.

Use computer programs (where appropriate software and hardware are available)
- to assist in the study of specific content areas
- to simulate situations impractical to reproduce in the classroom
- to write a paragraph.

Draw conclusions about the similarities and differences between Alberta and Quebec.

Communication Skills

Take notes in point form collected from various sources.

In one or more paragraphs, express ideas on the similarities and differences between Alberta and Quebec.

Orally present information on a specific topic giving consideration to pronunciation, enunciation, content and organization.

Make a table of contents to organize the unit.

Participation Skills

Demonstrate respect for the rights and opinions of others.

Contribute to the various functions of group work as recorder, reporter, leader.

Observe the courtesies of group discussion, such as speaking in turn and using appropriate tone.

Accept and abide by the decision of the group or share and defend a different point of view.

Learn from criticism and suggestion; and give constructive criticism and suggestions.

Problem-Solving Strategy

Understand the question/problem.

Develop research questions and procedures.

Gather, organize and interpret information.

Develop a conclusion/solution.

ATTITUDE OBJECTIVES

Appreciation for the many similarities and differences shared by Canadians.

Appreciation of the value of understanding two or more languages.

Respect for someone else's opinion, viewpoint or language.

Appreciation for the bilingual nature of Canada.

DEVELOPMENTAL ACTIVITIES

1. Understand the question

WHAT ARE THE SIMILARITIES/DIFFERENCES IN ALBERTAN AND QUEBECOIS LIFESTYLES?

Note: The focus is on similarities although some differences exist and will be brought out in the study. As students research information, the similarities will be more evident.

- To review the meaning of lifestyle from Topic 4B, have students do the following: Think about lifestyle. If you were asked to describe your lifestyle, what would you tell me? On your think pad, list several areas you might describe.

  Have students share their ideas. Group their responses into larger categories e.g., food, dress, holidays, language, recreation, religion, music, literature.

- Discuss:
  What do we call someone who lives in Alberta? (Albertan)
  What do we call someone who lives in Quebec? (Quebecois)

- Obtain copies of newspapers from Quebec. Display these around the room and ask students to browse through them. Students should focus on similarities between the Quebec and Alberta papers; e.g., movies, groceries, sports scores for various teams, national commercial advertising, magazines, newspapers, etc.

2. Develop research questions and procedures

- Discuss: If we wanted to compare the lifestyles of Albertans and Quebecois, what could we compare? The categories generated could become the basis of a chart.
- Have students generate possible sources of information.

3. Gather, organize and interpret information

- As students view the filmstrip on Quebec from the media kit entitled, Canada, have them list similarities and differences between the two provinces.

  Working in pairs or groups, have students chart this information in their notebooks. If desirable, students could write down their ideas on large strips of paper that can become part of an ongoing large class chart.

  Examples of two different ways to chart the information.

WHAT IS BEING COMPARED	SIMILARITIES	DIFFERENCES
recreation	• skating, skiing, soccer, hockey, going to movies, camping	
language	• large minorities speak other languages	• Quebec's main language is French; Alberta's language is English

LIFESTYLES OF QUEBECOIS AND ALBERTANS		
Lifestyle	Quebecois	Albertans
Food		
Dress		
Holidays		
Language		
Leisure Activities		
Music/Literature		
Occupations		

- **Locating Information**—Prior to research, it may be necessary to review library research skills from Topic 4A. This could be done with the school librarian.

  Introduce students to the use of encyclopedias. The use of key words, letters on the volume, index and cross-references needs to be introduced and practised.

- Divide the class into groups. Each group will research information on one of the topics and present findings to class. (Review group work procedures before assignment. See Group Work, pages 71-72.) Information could be presented in a variety of ways; e.g., a cookbook of French Canadian foods, a scrapbook of holidays (St. Jean Baptiste, Winter Carnival) showing pictures with accompanying explanations. Designate an area in the class to display the information and any objects or materials related to their study.

  After the information is gathered, have each group present their findings. After a group shares their information, have each student come up with summary statements that can become part of a wall chart that summarizes the similarities and differences. Students should also chart the information in their notebooks.

- **Contributions to the Canadian Way of Life**—To review the concept of contribution from Topic 4B, present the definition of contribution to the students.

  As you present statements, have them identify them as examples or non-examples of contributions to Canada's way of life. Students can raise their "thumbs up" in response to examples or keep their "thumbs down" in response to non-examples.

  Sample Statements:
  Examples of contributions to Canada's way of life:
  - Sharing recipes for special foods like crêpe, tourtière (French meat pie), pea soup and taffy (la tire)
  - Singing your favourite French songs to a friend
  - Publishing English stories in the French language
  - Translating books about Alberta into French
  - Making a film about the Calgary Stampede to share with others
  - Inviting a friend to share a special family meal that is a tradition in your family
  - Using words from the French language like crêpe, croissant, chateau, restaurant, madame, chef, café, Noël, carnival
  - Enjoying English foods like trifle, English muffins and sausage rolls
  - Naming places in the French language e.g., Brazeau River, Lac La Biche, Jean de Prairie, and Lac Ste. Anne
  - French people are known for their good food. Many restaurant menus are written in French; e.g., soupe du jour
  - The Mardi Gras, a religious celebration before Lent, is celebrated by many North Americans
  - Snowmobiles were invented in Quebec
  - Alberta beef is sold throughout Canada
  - The Carnival de Quebec is celebrated and enjoyed by many people
  - Teaching a friend your native language.

Have students working in groups use the information on the wall chart and learning resources available to generate one or more ways that Albertans and Quebecois have contributed to the Canadian way of life. On completion, have the groups share their ideas.

Have students write a paragraph describing how we contribute to each other's (Albertans and Quebecois) way of life.

- Explain that Alberta and Quebec are both provinces in Canada, thus we are connected in many ways. Another way of saying this is that there are links between the two provinces. Have students generate examples of how the two provinces are linked.

  e.g., We're all Canadians.
  Trans-Canada highway connects Alberta and Quebec.
  Sports like hockey, national skating championships, track and field, etc.
  English and French languages.
  Tourist attractions in both provinces.
  Celebrations like Canada Day and Remembrance Day.
  Families may have relatives in the other province.

  Have each student make a drawing to show a link between the provinces. These can be put together to make a moving picture box. See Moving Picture Box, page 91.

- Focus students on the wall chart that summarizes the similarities and differences in lifestyle and discuss:

  What have we learned about our eastern neighbours, the Quebecois?
  If you enjoyed learning about the Quebecois, tell me why.
  Every Canadian contributes to the Canadian way of life. What do we (Albertans) contribute to the Canadian way of life? the Quebecois?

  Working in pairs, have students list or draw one or more contributions made by Albertans and one or more contributions made by the Quebecois.
  After each pair of students shares their ideas, these ideas can be displayed.

- Have students record the information in their notebooks. On completion, have students organize their unit notes by making a table of contents.

4. Develop conclusion/solution

- Have students use the information on the chart with the use of a word processing program to write one or more paragraphs indicating the similarities and differences between Quebec and Alberta.

  If a word processing program is not available, have students cover a cube with paper. Using drawings and written descriptions about similarities and differences between the provinces, have students cover the sides of the cube. These may be hung in the room or library.

- Extension – Have students write to towns in Quebec for information about the town.

PART 5: WHAT CHANGES WOULD A FAMILY HAVE TO MAKE MOVING FROM ONE PROVINCE TO ANOTHER? (PROBLEM-SOLVING STRATEGY)

ESTIMATED TIME: 4 (30 minute) periods

RESOURCES:

KNOWLEDGE OBJECTIVES

Related Facts and Content

The similarities and differences in lifestyle between Albertans and Quebecois.

SKILL OBJECTIVES

Process Skills

Predict the changes in lifestyle an individual may have to make to adapt to a move from Alberta to Quebec and/or from Quebec to Alberta.

Draw conclusions on how one might maintain one's individual lifestyle while adapting to a new community.

Communication Skills

Role play, showing adapting to a move from one province to another.

Problem-Solving Strategy

Understand the question/issue.

Develop research questions and procedures.

Gather, organize and interpret information.

Develop a conclusion/solution.

ATTITUDE OBJECTIVES

Respect for someone else's opinion, viewpoint or language.

Appreciation for the many similarities and differences shared by Canadians.

DEVELOPMENTAL ACTIVITIES

1. Understand the question

WHAT CHANGES WOULD A FAMILY HAVE TO MAKE MOVING FROM ONE PROVINCE TO ANOTHER?

Discuss whether anyone in the class had moved and what changes they had to make. As a class predict and discuss changes a family would have to make to adapt to a move from Alberta to Quebec or vice versa.

e.g., I would have to learn a new language.
The way of farming is much different. We wouldn't have as much land.
My mom could continue to work in a factory.
I could go to a Quebec winter carnival.

2. Gather, organize and interpret information

- Using information gathered from previous lessons have students role play different situations that would occur if a family moved to the other province.
  e.g., New student coming into a classroom and the students explaining the school holidays.
  Learning a new language.
  Going to a winter carnival.
  Going to a rodeo.
  Going to a school function.

- Read the following scenario or a story that focuses on people maintaining a culturally distinctive lifestyle.

  Gina's Dad, who is an engineer in Grande Prairie, announced during dinner that the mining company was transferring him to Val-d'Or, a town in northern Quebec.
  When Gina's family arrived in Val-d'Or, they found everyone spoke French. All the signs in town were in French. The school her parents enrolled her in was French. She made some new friends but they could speak only French. Gina was very excited about learning to speak French but she was having some difficulty pronouncing the words. One of the girls from school invited Gina to her birthday party. Gina was pleased to be invited but she was also concerned. Would the girls accept her if she did what she does in Alberta? Do they celebrate birthdays in a similar way?

  Discuss:
  What was Gina's problem?
  What could she do?

  Develop or select other readings similar to the one above for students to analyze.

  Imagine that Jean-Marie has just moved into your community.

  Discuss:
  What things might Jean-Marie do that are different from your lifestyle? (e.g., enjoy different food, celebrate different holidays, enjoy different music, participate in different sports.)
  What can Jean-Marie do if he wants to keep some of these family traditions?

3. Develop a conclusion/solution

- Through a discussion have students express their opinions on the difficulties they think a family would experience by moving from one province to another. Responses from students might focus on changes in language, recreation, occupation, holidays, special foods, music, etc.

PART 7: CULMINATING ACTIVITIES

ESTIMATED TIME: 5 (30 minute) periods

RESOURCES:

KNOWLEDGE OBJECTIVES

Generalization

The Quebecois and Albertans have contributed to the Canadian way of life.

Related Facts and Content

Some of the contributions made (e.g., music, food, games, sport, clothing, art, literature, entertainment, technology).

SKILL OBJECTIVES

Integrate and organize the information gained from previous experience and from listening and viewing with that gained from books, magazines, newspapers and pamphlets.

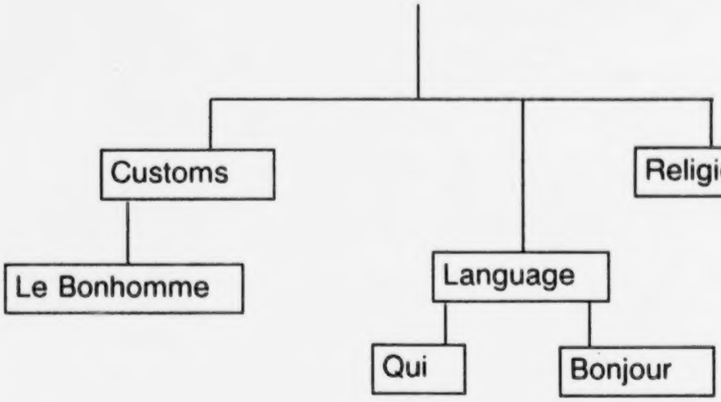
ATTITUDE OBJECTIVES

Appreciation for the many similarities and differences shared by Canadians.
Appreciation for the bilingual nature of Canada.

DEVELOPMENTAL ACTIVITIES

- The following activities are meant to draw conclusions to the unit. Not all of these suggestions should be used, instead a learning centre approach could be used. Students are asked to choose a number of activities to complete. These completed activities could then be shared with other classes (younger or older), the community or parents.
  - Have students imagine they are a student living in Quebec and they are writing to an Alberta student describing themselves and their way of life.
  - Create a travel brochure of Quebec.
  - Locate French Canadian literature and music to share with the class.
  - Write a letter to an imaginary twin class in Quebec.
  - Make a video or audiotape of classroom activities to share with an imaginary twin class in Quebec.
  - Make a brochure on a town in Quebec describing what it has to offer.

- Create mobiles of Quebecois and Alberta lifestyles to hang in class. Make the mobile double sided so Alberta appears on one side and Quebec on the other.



- Create an Alberta/Quebec Hall of Fame. People from the arts, sports or politics could be included. Select several names for the students to take home. The contributions of the individuals should be discussed with students' families and the information gathered shared with the class.

e.g., k.d. Lang
Andre Gagnon
Douglas Cardinal
Brian Mulroney
Joe Clarke
Kurt Browning
Mark Messier
Lise Paillette
Wayne Gretzky
Guy LaFleur
Pierre Trudeau
Lanny McDonald
Helen Hunley
Ralph Steinhauer
Grant Fuhr
Robert Charlebois
Mario Lemieux
Marc Garneau
Jean Philip Gagnon
Senator Joyce Farburn
Mel Hurtig
Maria Campbell
Jeanne Sauvé

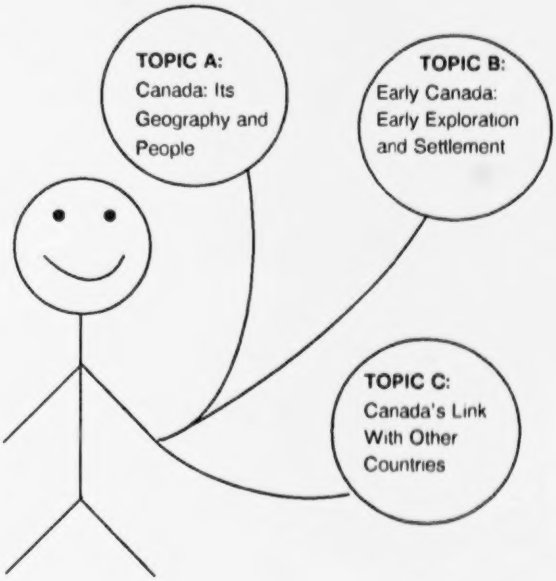
Extension—A short biography of the hero can be written. This can be accompanied by a picture.

- Contact local French Canadian Societies for speakers on French-Canadian culture. Have students develop interview-type questions for the speaker.

- Organize and conduct a "Quebecois Day" where the links between the two provinces can be highlighted. Include—songs, folk dances, customs, food costumes. Contact the French Immersion teachers within your district for assistance with Quebec customs.

- Create-a-Festival. Have students plan and carry out a celebration. It may be a combination of Winter Carnival, "Sugaring Off" and St. Jean Baptiste Days.

GRADE FIVE SOCIAL STUDIES


TOPIC A:
Canada: Its Geography and People
TOPIC B:
Early Canada: Early Exploration and Settlement
TOPIC C:
Canada's Link With Other Countries

The **Grade Five** Social Studies Program develops the student's understanding of Canada. In Topic A the geography and people are studied. The Early History of Canada is studied in Topic B to give some insight into present-day Canada. In Topic C, Canada's historical and contemporary links with England, France and the United States are examined.

GRADE FOUR

FOCUS: ALBERTA

TOPIC A: Alberta: Its Geography and People

TOPIC B: Alberta: Its People in History

TOPIC C: Alberta: A Comparative Study with Quebec

In **Grade Four**, students examine geographical and historical aspects of Alberta as a province and compare these to another Canadian province, Quebec.

GRADE SIX

FOCUS: MEETING HUMAN NEEDS

TOPIC A: Local Government

TOPIC B: Greece: An Ancient Civilization

TOPIC C: China: A Pacific Rim Nation

The **Grade Six** Social Studies Program expands the student's understanding of basic needs.

GRADE THREE SOCIAL STUDIES

The Social Studies Program consists of attitude, knowledge and skill objectives. Social studies provides the context and content in which important attitudes and skills are developed.

The objectives in standard print that are in the screened boxes are mandatory (pages 212–214, 232–234 and 264–266. The italicized print is not mandatory but serves as a further explanation of the mandatory objectives. The objectives are followed by a sample unit for each topic. **The activities selected to develop the objectives for the topic are suggestions only.** The activities can be modified and/or replaced to meet the needs of the students, or teachers can develop their own units.

INQUIRY

Inquiry Skills are developed by providing students with many experiences in problem solving and decision making within a grade. Each topic includes questions that range from those that have a solution based on the available evidence to those that are issues. The list of questions and issues is not intended to be inclusive. The success of inquiry is enhanced by selecting questions and issues that are concrete, relevant, meaningful and of interest to students. Inquiry can be teacher or student generated.

The following two strategies can be expanded, modified or combined to suit specific topics, resources and student maturity.

PROBLEM-SOLVING STRATEGY

Understand the question/problem
    What is the question/problem?
    What are we looking for?

Develop research questions and procedures
    What do we know?
    What do we need to find out?
    Where can we find the information?

Gather, organize and interpret information
    How can we organize the information?
    What is the information gathered telling me/us?

Develop conclusion/solution
    What have we learned?
    What conclusions can be drawn?

DECISION-MAKING STRATEGY

Understand the issue/problem
    What is the issue/problem?
    What are we looking for?

Develop research questions and procedures
    What do we know?
    What do we need to find out?
    Where can we find the information?

Gather, organize and interpret information
    How can we organize the information?
    What is the information gathered telling me/us?

Think of alternatives
    What choices do we have?
    What are the advantages and disadvantages of each choice?

Make a choice
    What is my/our choice?
    Why is this my/our choice?
    What is the reason(s) for my/our choice?

Take action (if feasible and desirable)
    What can we do? Do it.
    Was that a good thing to do? Why or why not?
    Was this a good way to examine our issue?
    Why or why not?

For more detailed information regarding inquiry, refer to pages 6–21.

For more detailed information regarding skills, refer to the Social Studies Skill Development Chart on pages 48–61.

Industries
Cordillera
LUMBER
PULP/PAPER
TOURISM
MINING
Real Estate
Construction
Tarsands
Great Lakes
St Lawrence
Atlantic
The North

FOCUS: CANADA

TOPIC A CANADA: ITS GEOGRAPHY AND PEOPLE

The unit focuses on the human and physical geography of Canada. The study includes people in Canada; where they live; how they make their living and how they relate to their environment (climate, vegetation, natural resources, physical features, land use). The intent of the unit is to develop an awareness of the diversity in Canada's physical geography and an understanding of the role geography plays in determining where and how Canadians live.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions:
How do Canadians use their land and natural resources?
How does the Canadian environment affect the choices Canadians make in their lifestyle?
How does the environment affect us as individuals?
Do we have a choice in the way we adjust to our environment?
How do we change our environment?

Issues:
How should Canadians be altering their environment?
How should Canadians adapt to a changing environment (e.g., resource depletion, pollution, economic conditions, population distribution)?

KNOWLEDGE OBJECTIVES The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION – **The environment plays a major role in determining where and how people in Canada live.**

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Canada has distinct physical regions and political divisions.	physical regions – *land, climate, unique characteristics that make one area different from another, not including people* political divisions – *regions that have their own government: e.g., provinces in Canada*	• major distinctive characteristics of physical regions and political divisions • difference between physical regions and political divisions • difference among continents, countries, provinces and territories • the location of Canada on the earth's surface (hemisphere, continent, oceans) • the name of the provinces, territories and their capitals • vegetation patterns, climate and soil zones related to latitude

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Canadians modify and adapt to natural settings in ways that affect their lifestyle and environment.	lifestyle – *the way of life of a group or an individual.* environment – *the surroundings in which a person, animal or plant lives.*	• examples of how Canadians modify and adapt to their environment • the relationship between natural resources and occupations • the relationship between population distribution and transportation • how the physical features of a region affect natural resources, occupations, population distribution and transportation

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- identify possible sources and location of information (print, non-print, interviews, surveys, etc.)
- acquire information (main ideas and supporting facts) on a specific topic by reading, skimming, listening and viewing
- gather information by interpreting relationships and drawing inferences from graphs, tables, charts, pictures, atlases
- organize information by using different types of graphs, charts and/or diagrams
- use computer programs (where appropriate software and hardware are available)
  - to assist in the study of specific content areas
  - to simulate situations impractical to reproduce in the classroom
  - to write a paragraph or report

Geography/Mapping

- locate places, using an atlas
- identify, locate and label on a map:
  - Canada in the world
  - Canada in North America
  - capital cities, provinces and territories of Canada
  - physical regions of Canada
- read and interpret maps/legends of Canada showing:
  - political divisions
  - physical features (mountain ranges, Great Lakes, seaway and major rivers)
  - major natural resources within region
  - population distribution
  - transportation routes
- identify on a globe and on a map of the world the continents and major bodies of water
- choose the best map for a specific purpose, recognizing that there are many kinds of maps for different purposes
- use latitude to locate places on a wall map
- compare maps of different areas to show that a smaller scale must be used to map larger areas
- orient outline, textbook and atlas maps correctly to the north
- in kilometres, compare distances to places under study
- study colour contour and visual relief maps and visualize the nature of the areas shown

Analyzing/Synthesizing/Evaluating

- draw conclusions about how the characteristics of a physical region affect natural resources, occupations, population distribution and transportation
- analyze case studies of how Canadians have modified and/or adapted to the environment
- from physical geography and latitude, infer human activities and ways of living

COMMUNICATION SKILLS

- summarize information from a variety of sources by writing two or more well-organized paragraphs, supporting main idea(s) with appropriate details
- collect and organize information on a clearly defined topic, using a simple outline, webbing, etc.
- illustrate the choices Canadians have in adapting to change in their environment

PARTICIPATION SKILLS

- demonstrate respect for the rights and opinions of others
- cooperate and compromise to solve group problems
- make meaningful contributions to discussions, supporting ideas with facts and reasons
- plan, carry out and evaluate an action that shows responsible use of the environment

ATTITUDE OBJECTIVES The student will be encouraged to develop:

- appreciation for how the environment affects the way Canadians live, and how an individual can affect the environment
- concern for the future of Canada's natural resources
- objectivity for how Canadians have changed their environment
- respect for someone else's viewpoint or opinion

GRADE 5 TOPIC A: CANADA: ITS GEOGRAPHY AND PEOPLE

RESOURCES

Basic

Canada Its Land And People - Student Text and Teacher's Resource (Reidmore) 1987

The student text focuses on the physical regions and people of Canada. Mini issues and a variety of activities are dispersed throughout the book. The text is colourful with numerous illustrations, charts, graphs and maps. Recommend purchasing a class set.

The teacher's resource provides numerous teaching suggestions as well as background information and blackline masters.

Canada (National Geographic - Media Kit) 1987

The media consists of five filmstrips, five audiocassettes and a teacher's guide which covers the following regions of Canada:

The Atlantic Provinces
Quebec
Ontario
The Prairie Provinces and the Northwest Territories
British Columbia and the Yukon Territory

Recommended

Cross Country Canada Software (Didatech) 1986

Through an interactive simulation, students take on the role of a truck driver for a journey across Canada as a way to learn about Canada and its natural resources.

Apple (5 1/4") School Edition includes a back-up disk.

Canada: A Book of Maps (Claire Educational Development Inc.) 1985

The collection of maps includes historical, landform, demographic and political maps. Recommend purchasing half a class set.

NFB Canada Map Education Kit (McIntyre) 1984

A 480 cm by 80 cm T.K. Lusweide projection (derived from satellite data) of Canada provides an innovative view of Canada's landforms and vegetation. It comes with materials and instructions for mounting, an activity booklet and student masters.

Supplementary

Canada From Sea to Sea Kit (GLC) 1980

The kit consists of a record, poster, timeline, spirit duplicating masters and four sound filmstrips entitled: *The Land, The Growth of Nationhood, The Industries We Depend On* and *Canada's Multicultural Festivals.*

Canada Rainbow Series (GLC/Silver Burdett(1984)
Learning About British Columbia
Learning About Alberta
Learning about Saskatchewan
Learning About Manitoba
Learning About Ontario
Learning About Quebec
Learning About New Brunswick
Learning About Nova Scotia
Learning About Newfoundland
Learning About Prince Edward Island
Learning About Canada's North
Learning About Canada

The small booklets briefly examine location, history, major cities, sports, tourist attractions and industries of each area. Only several copies are needed.

See Learning Resources, page 42.

SAMPLE UNIT

GRADE 5 TOPIC A: CANADA: ITS GEOGRAPHY AND PEOPLE

The following sample unit is one way to approach the teaching of this topic. The mandatory objectives of the topic will be met if the developmental activities are used as suggested. The sample unit is set up as a sequential series of lessons.

The developmental activities can be expanded, modified or replaced with other activities. When substituting activities or developing one's own unit of study, it is important that the activities selected meet the objectives. Practice and review activities as well as evaluation must be developed by the teacher because these are not built into the sample unit.

The physical regions of Canada identified by different learning resources may vary. The variation may occur in what the region is named and in the number of regions identified. This is not a problem. Use this as a learning opportunity to discuss the reasons for the variations.

PART 1: THE POLITICAL REGIONS AND CANADA IN THE WORLD

ESTIMATED TIME:	8 (30 minute) periods
RESOURCES:	Atlases Map of Canada Map of World

KNOWLEDGE OBJECTIVES

Generalization

Canada has distinct physical regions and political divisions.

Concept

Political Divisions

Related Facts and Content

Difference among continents, countries, provinces and territories.

The location of Canada on the earth's surface (hemisphere, continent, oceans).

The names of the provinces, territories and their capitals.

SKILL OBJECTIVES

Locate places, using an atlas.

Identify, locate and label on a map:

- Canada in the world
- Canada in North America
- capital cities, provinces and territories of Canada

Identify on a globe and on a map of the world the continents and major bodies of water.

Compare maps of different areas to show a smaller scale must be used to map larger areas.

Orient outline, textbook and atlas maps correctly to the north.

In kilometres, compare distances to places under study.

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DEVELOPMENTAL ACTIVITIES

- **Canada's Location in the World**—Using a political wall map of the world, have students identify the continents and oceans.

  Discuss:
    What are the characteristics of a continent?
    How is a continent different from a country?
    What is the difference between an ocean and a sea?

  Provide students with an outline map of the world with divisions into continents. Have students locate and name the continents, oceans and Canada.

- Using a wall map or transparency of North America, have students identify the following:
    Canada
    Other countries in North America
    Oceans bordering North America
    Great Lakes
    Country bordering Canada

  Working in pairs, have students locate and label the above on an outline map of North America.

- **Provinces and their Capitals**—Using a wall map of Canada and/or a transparency of Canada, have students identify the provinces and territories. Explain that these are political divisions of Canada. Each province except the Northwest Territories and Yukon has its own provincial government. Have students focus on the shape of Canada, then try to draw it.

  Discuss:
    Which part was easiest to draw? Why?
    Which part was the hardest to draw? Why?

- Using an atlas and an outline map of Canada, have students locate and name the provinces/territories and their capitals.

- Working in pairs, have students do the following:
    Define continent, country, province. Name the country and oceans that border on Canada.
    On a map of Canada, locate and name the provinces/territories and capitals without use of an atlas or wall map.

- **Using Scale** - Display a variety of maps of Canada drawn to different scales. Have students explain when the different scales are useful.

- Show students how to calculate distances between places using scale. Do several examples on the overhead using a transparency of Canada. Then have students calculate the distance in kilometres using an atlas.

e.g. Distance between:
Edmonton and Ottawa
Edmonton and Toronto
Edmonton and St. John's
Victoria and Montreal
Saskatoon and Fredericton
Winnipeg and Charlottetown

PART 2: HOW DO CANADIANS USE THEIR LAND AND NATURAL RESOURCES? (PROBLEM-SOLVING STRATEGY)

ESTIMATED TIME:	16 (30 minute) periods
RESOURCES:	*Canada, Its Land and People* *Canada, A Book of Maps* *Canada, National Geographic Media Kit*

KNOWLEDGE OBJECTIVES

Generalization

Canada has distinct physical regions and political divisions.

Concept

Physical regions

Related Facts and Content

Major distinctive characteristics of physical regions and political divisions.

Difference between physical regions and political divisions.

Vegetation patterns, climate and soil zones related to latitude.

SKILL OBJECTIVES

Process Skills

Identify possible sources and location of information (print, non–print interviews, surveys, etc.).

Acquire information (main ideas and supporting facts) on a specific topic by reading, skimming, listening and viewing.

Gather information by interpreting relationships and drawing inferences from graphs, tables, charts, pictures, atlases.

Organize information by using different types of graphs, charts and/or diagrams.

Use computer programs (where appropriate software and hardware are available)
- to assist in the study of specific content areas
- to simulate situations impractical to reproduce in the classroom
- to write a paragraph or report

Identify, locate and label on a map:
- physical regions of Canada

Read and interpret maps/legends of Canada showing:
  - political divisions
  - physical features (mountain ranges, Great Lakes, seaway and major rivers)
  - major natural resources within region

Choose the best map for a specific purpose, recognizing that there are many kinds of maps for different purposes.

Use latitude to locate places on a wall map.

Study colour contour and visual relief maps and visualize the nature of the areas shown.

Draw conclusions about how the characteristics of a physical region affect natural resources, occupations, population distribution and transportation.

From physical geography and latitude, infer human activities and ways of living

Communication Skills

Collect and organize information on a clearly defined topic, using a simple outline, webbing, etc.

Participation Skills

Cooperate and compromise to solve group problems

Problem–Solving Strategy

Understand the question/problem.
Develop research questions and procedures.
Gather, organize and interpret information.
Develop a conclusion/solution.

ATTITUDE OBJECTIVES

Appreciation for how the environment affects the way Canadians live, and how an individual can affect the environment.

DEVELOPMENTAL ACTIVITIES

1. Understand the question

HOW DO CANADIANS USE THEIR LAND AND NATURAL RESOURCES?

- Have students examine the map in *Canada Its Land and People* page 8. Explain that this map shows the physical regions of Canada. A physical region focuses on the land, climate and any other unique characteristics that make one area different from another. This does not include people.

Discuss:

In what two physical regions is Alberta?
Which region is the largest? Smallest?

If students have visited other parts of Canada, as a class identify the specific physical region and then have the student describe the region he/she visited.

- Have students discuss the difference between political and physical regions.

2. Develop research questions and procedures

- Have students generate questions to research on each region.

e.g., What natural resources are in each region?
What industries are in each region?
What are the characteristics in each region?
What is the land like?
What is the climate like?
What is the location of each?
Where is each region located?

Post the questions for easy reference.

- Have students generate sources of information.
- Individual retrieval sheets similar to this one can be used to research each region.

PHYSICAL REGION: ______________________

CHARACTERISTICS/LAND
LOCATION
CLIMATE
NATURAL RESOURCES/INDUSTRIES
INTERESTING INFORMATION

3. Gather, organize and interpret information

- One of the following two approaches can be used.

  - Learning Centres – Group class into regions and then have class rotate through centres. Students record the information pertaining to their region as they move through the centres.

    Centre 1 – Audio Visual Centre – Use *Canada* media kit.

    Centre 2 – Printed Media Centre – Use *Canada, Its Land and People*.

    Centre 3 – Library Centre – Use the library or learning resources from the library.

    Centre 4 – Illustration Centre – Use a variety of pictures as a source of information.

    Centre 5 – Map Centre – Draw in their region on a wall map. Develop symbols for natural resources to be placed on the wall map.

    Centre 6 – Title Page Centre – Make a title page for their region.

    Centre 7 – Computer Centre – Use *Crosscountry Canada* software program.

  - Group Research – Have each group research an assigned physical region. Each group will have a file folder of their colour. In their file folder they will keep their retrieval sheets and illustrations.

- Once the class has completed the research centres, have the groups prepare to share their information with the rest of the class. Encourage students to use visuals, objects from the region, music, overheads, etc. to enhance their presentations.

  If during oral presentations, you note that students are not listening, the following listening strategy called "CARING" could be used.

  Discuss: How do you feel when you are talking to someone and the person isn't listening?

  Present the "CARING" Strategy on a chart. Discuss each step of the strategy.

  C – Cares about the message
  A – Always look at the speaker
  R – Remains seated
  I – Is quiet (when being spoken to)
  N – Notices details (so questions can be answered)
  G – Greets speaker with a clear mind (try to think only about what is being said)

  Practise the strategy.
  Leave the chart on the wall for future reference.
  Printed with permission from SPELT (Strategies Program for Effective Learning/Thinking): Inservice Edition by R. Mulcahy, K. Marfo, D. Peat & J. Andrews, 1987, SPELT International Ltd.

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Provide each student with a retrieval chart similar to the one below. After each presentation, have students complete a section of the summary chart and label the region on an outline map of Canada.

Region	Characteristics/ Land	Location	Climate	Natural Resources/ Industries
Cordillera				
Plains				
North				
Canadian Shield				
Great Lakes St. Lawrence River				
Atlantic				

- Have students examine a relief map of Canada in an atlas or *Canada, Its Land and People* page 10.
  Have students identify the following:
  Highest points in Canada
  Lowest regions in Canada
  How elevation affects the flow of rivers
  What the elevation is where you live.

- Introduce latitude (longitude is introduced in Grade 6) – Have students speculate what might help them locate a place on a map if they didn't know where it was.

  Explain that latitude can be used to help us locate places. It describes the distance north or south from the earth's equator measured in degrees. Each degree of latitude equals 110 kilometres.

  Have students locate lines of latitude on a map of Canada in an atlas. Using a wall map of Canada, show students how latitude is identified. Calculate the distance from the equator to your community.

  Have students identify the latitude of five capital cities in Canada.

- Use maps that show climate, soil zones and vegetation, to discuss the following:

  How is climate related to latitude?
  How is climate related to the types of soil found in Canada?
  At what latitude would you expect to find the most vegetation? Least vegetation?

4. Develop a conclusion/solution

- Upon completion of the group presentations discuss:

  e.g., Which regions have similar natural resources? Industries?
  Why are there different industries on the Plains and the Atlantic region?
  Which region(s) has the best climate for growing fruit and vegetables?
  Which region has the coldest climate? The warmest?
  Where would you like to live? Why?

- Have each student write down three facts about a region on an index card. The student then reads his three clues to the class, while the class tries to identify the region described. For example, in this region farming is a major industry. The climate is moderate. The land is flat. This can be adapted into a game format.

PART 3: HOW DOES THE ENVIRONMENT AFFECT THE CHOICES CANADIANS MAKE IN THEIR LIFESTYLES? (PROBLEM-SOLVING STRATEGY)

ESTIMATED TIME: 12-14 (30 minute) periods

RESOURCES: *Canada, Its Land and People*

KNOWLEDGE OBJECTIVES

Generalization

Canadians modify and adapt to natural settings in ways that affect their lifestyles and environment.

Concepts

Lifestyle

Environment

Related Facts and Content

Examples of how Canadians modify and adapt to their environment.

The relationship between natural resources and occupations.

How the physical features of a region affect natural resources, occupations, population distribution and transportation.

SKILL OBJECTIVES

Process Skills

Acquire information (main ideas and supporting facts) on a specific topic by reading, skimming, listening and viewing.

Gather information by interpreting relationships and drawing inferences from graphs, tables, charts, pictures, atlases.

Draw conclusions about how the characteristics of a physical region affect natural resources, occupations, population distribution and transportation.

Analyze case studies of how Canadians have modified and/or adapted to the environment.

Communication Skills

Summarize information from a variety of sources by writing two or more well-organized paragraphs, supporting main idea(s) with appropriate details.

Problem-Solving Strategy

Understand the question/issue.

Develop research questions and procedures.

Gather, organize and interpret information.

Develop a conclusion/solution.

ATTITUDE OBJECTIVES

Appreciation for how the environment affects the way Canadians live, and how an individual can affect the environment.

Objectivity for how Canadians have changed their environment.

Respect for someone else's viewpoint or opinion.

DEVELOPMENTAL ACTIVITIES

1. Understand the question

HOW DOES THE ENVIRONMENT AFFECT THE CHOICES CANADIANS MAKE IN THEIR LIFESTYLES?

- Review the meaning of lifestyle (Topic 4B & 4C)
- Explain that the students will be comparing their lifestyle to that of two other Canadian students. Provide a chart similar to the one below for students to complete as you read the following scenarios.

	Kevin's Lifestyle	Catherina's Lifestyle	My Lifestyle
Home			
Interests			
Surroundings (Environment)			
Transportation			
Pets			

Scenario A. Kevin lives in the city of Toronto. He lives in a highrise apartment with his mother. His school is across the street. He belongs to a local soccer team and likes to skateboard on the paved playgrounds of the school. He is looking forward to going to summer camp in the lake country north of Toronto.

Scenario B. Catherina lives on an acreage 10 kilometres outside of Winnipeg. She likes animals and has a pet collie, cat, and pony. Her home is a two-story, four-bedroom house, surrounded by trees. Both her mother and father work in Winnipeg and Catherina has a 20-minute bus ride to school every day. She belongs to a gymnastics club which her mom drives her to every Saturday. Her best friend Julie, who lives four kilometres away, also belongs to the club.

Reread the scenarios at least twice to ensure students pick out the required information. Then have them complete the section about themselves.

- Discuss
  How are the lifestyles of Kevin and Catherina different? Similar?
  How are the lifestyles similar to yours? Different from yours?
  How is your lifestyle influenced by where you live?
  What is meant when we talk about environment? (Topic 4A)
  How is lifestyle dependent on the environment?
  Which lifestyle would you choose; Kevin's or Catherina's? Why?

3. Gather, organize and interpret information

- Collect pictures of different parts of Canada. Divide the class into groups. Provide each group with several pictures. Have students discuss how the environment may affect the lifestyle of people living in the region.

- Distribute a chart similar to the one below. Have students fill in the natural resources section. Upon completion, have students share their answers. Other students may want to add information to their chart.

Regions	Natural Resources	Industries	Occupations
Cordillera			
Plains			
North			
Canadian Shield			
Great Lakes/ St. Lawrence River			
Atlantic			

Working in pairs, have students gather information to complete the industries and occupations section of the chart.

Upon completion, discuss:
How do the natural resources of a region affect the occupations?
What may cause the occupations in an area to change?
How does the climate affect occupations?

- Have students list the occupations in a region. Illustrate the occupations by cutting out pictures or drawing them and placing them on a large bulletin board map of Canada showing the various regions.

- Have students working in groups, choose a physical region and research how a family's lifestyle may be affected by where they live in Canada.
  e.g. from *Canada, Its Land and People*

North – Kunnuk Family
Prairie – Jamieson Family
Atlantic – Mahe Family
St. Lawrence River – Lac Family

A chart similar to the one below can be used by the students to record the information gathered.

Stress that as Canadians we share a very similar lifestyle and that it is not always affected by where we live, hence examples may be difficult to find. Encourage each group to find two or more examples. If students find this difficult do one or two examples as a class.

Components of Lifestyle	How Lifestyle is Affected by the Environment	How Canadians Adapted to or Modified the Environment
Food		
Clothing		
Houses		
Occupations		
Leisure Activities		
Other		

- Have groups share their information by focusing on how the environment affects lifestyle.

4. Develop a conclusion/solution

- Have students write a paragraph describing how the environment affects the lifestyle of people.
- Have students write riddles on factors in the environment that affect the lifestyle of people. As students read their riddles, classmates can identify these factors.

  e.g. My family has always had a fireplace. Once or twice a year my dad and brother go into our back field to cut trees so they dry for firewood. Then we use them the following year. What affects my lifestyle? (Availability of trees.)

PART 5: HOW DOES THE CANADIAN ENVIRONMENT AFFECT POPULATION DISTRIBUTION AND TRANSPORTATION

ESTIMATED TIME:	7-8 (30 minute) periods
RESOURCES:	*Canada, Its Land and People*, pages 17-19 Nelson Canadian Atlas, pages 42,54

KNOWLEDGE OBJECTIVES

Generalization

Canadians modify and adapt to natural settings in ways that affect their lifestyle and environment.

Concept

Environment

Related Facts and Content

The relationship between population distribution and transportation.

How the physical features of a region affect natural resources, occupations, population distribution and transportation.

SKILL OBJECTIVES

Read and interpret maps/legends of Canada showing:

- population distribution
- transportation routes

Draw conclusions about how the characteristics of a physical region affect natural resources, occupations, population distribution and transportation.

ATTITUDE OBJECTIVES

Appreciation for how the environment affects the way Canadians live, and how an individual can affect the environment.

DEVELOPMENTAL ACTIVITIES

- **Population Distribution** - Using an atlas, have students find a map that shows population distribution in Canada.

Discuss:

Where do most people in Canada live?
Why do you think they live there?
How is population distribution related to the physical regions? Natural resources?

- Have students work in pairs to make a bar graph to show the population of the following cities (metropolitan areas) or provinces. (Statistics Canada 1986)

Montreal	2,921,400	Winnipeg	625,300
Ottawa	300,800	Regina	186,500
Toronto	3,427,200	Quebec City	603,300
Windsor	254,000	Thunder Bay	122,200
Vancouver	1,380,700	Halifax	296,000
Victoria	255,500	St. John's	162,000
Calgary	671,300	Edmonton	785,500

Newfoundland	564,000	Manitoba	1,049,320
Prince Edward Island	125,090	Saskatchewan	996,695
Nova Scotia	864,150	Alberta	2,340,265
New Brunswick	701,860	British Columbia	2,849,585
Quebec	6,454,490	Yukon	23,360
Ontario	9,001,170	Northwest Territories	52,020

Discuss:

Which province/city has the largest population? Why do you think it has the largest population?

Which province/city has the lowest population? Speculate reasons why.

- Discuss: What are the different modes of transportation in Canada?

Working in pairs, have students complete a chart similar to the one below.

Regions	Modes of Transportation
Cordillera	
Plains	
North	
Canadian Shield	
Great/Lakes St. Lawrence	
Atlantic	

- **Modes of Transportation** – Have students think of reasons why the modes of transportation are different from region to region e.g. Lack of waterways (Prairies)
  Vast distances (North)
  Railway transportation (e.g., carrying freight across Canada)
  Costs
  Availability of waterways (Great Lakes, St. Lawrence)

- Using maps showing different types of transportation, discuss:
  What are the different types of transportation routes?
  Where are they located? Why are they located in southern Canada?

PART 6: HOW SHOULD CANADIANS BE ALTERING THEIR ENVIRONMENT? (DECISION-MAKING STRATEGY)

ESTIMATED TIME:	10 (30 minute) periods
RESOURCES:	*Canada, Its Land and People*

KNOWLEDGE OBJECTIVES

Generalizations

Canadians modify and adapt to natural settings in ways that affect their lifestyle and environment.

Concept

Environment

Related Facts and Content

Examples of how Canadians modify and adapt to their environment.

SKILL OBJECTIVES

Process Skills

Analyze case studies of how Canadians have modified and/or adapted to the environment

Communication Skills

Illustrate the choices Canadians have in adapting to change in their environment.

Participation Skills

Demonstrate respect for the rights and opinions of others.
Cooperate and compromise to solve group problems.
Make meaningful contributions to discussions, supporting ideas with facts and reasons.
Plan, carry out and evaluate an action that shows responsible use of the environment.

Decision-Making Strategy

Understand the issue/problem.
Develop research questions and procedures.
Gather, organize and interpret information.
Think of alternatives.
Make a choice.
Take action (if desirable and feasible).

ATTITUDE OBJECTIVES

Appreciation for how the environment affects the way Canadians live, and how an individual can affect the environment.
Concern for the future of Canada's natural resources.
Objectivity for how Canadians have changed their environment.
Respect for someone else's viewpoint or opinion.

DEVELOPMENTAL ACTIVITIES

- **Changes to the Environment** - Collect pictures exemplifying changes to the environment e.g., drilling for oil, plowing a field, a large city, a garbage dump, roads, garbage strewn in a treed area. Explain that we are constantly changing (altering) our environment. As you show each picture, have students explain how the environment was altered and whether this is a problem.

- **Environmental Issues in the News** - Using newspapers and listening to news broadcasts, have students identify issues related to the environment. After briefly discussing the examples gathered, as a class choose one issue for indepth research. Have students gather further information on the issue and discuss how they would resolve it.

- **Study of Mini Issues** - To develop the larger issue, "How should Canadians be altering their environment?", have students do the mini issues in *Canada, Its Land and People*.

Page 29	Should logging be allowed in national parks?
Page 56	Should farmland be used for factories, houses or to build roads?
Page 103	Should Ellesmere Island have a national park?
Page 112	Should northern rivers be dammed for electricity?
Page 184	What should be done with dangerous chemicals?

Have students use a decision model (See pages 12-21) to examine the different choices and the advantages/disadvantages of each choice. Have each student make his/her own decision. Do one mini issue with the class to model the process. The other mini issues can be done individually, in pairs or small groups. Sharing of the different points of view is very important.

- Upon completion refocus students on the issue, "How should Canadians be altering their environment?" Have students discuss this issue in groups. Groups can then share their ideas.

- Have student make a poster to show choices we have in the way we alter our environment.

- **Action** - Have students generate ways they can make responsible use of the environment.

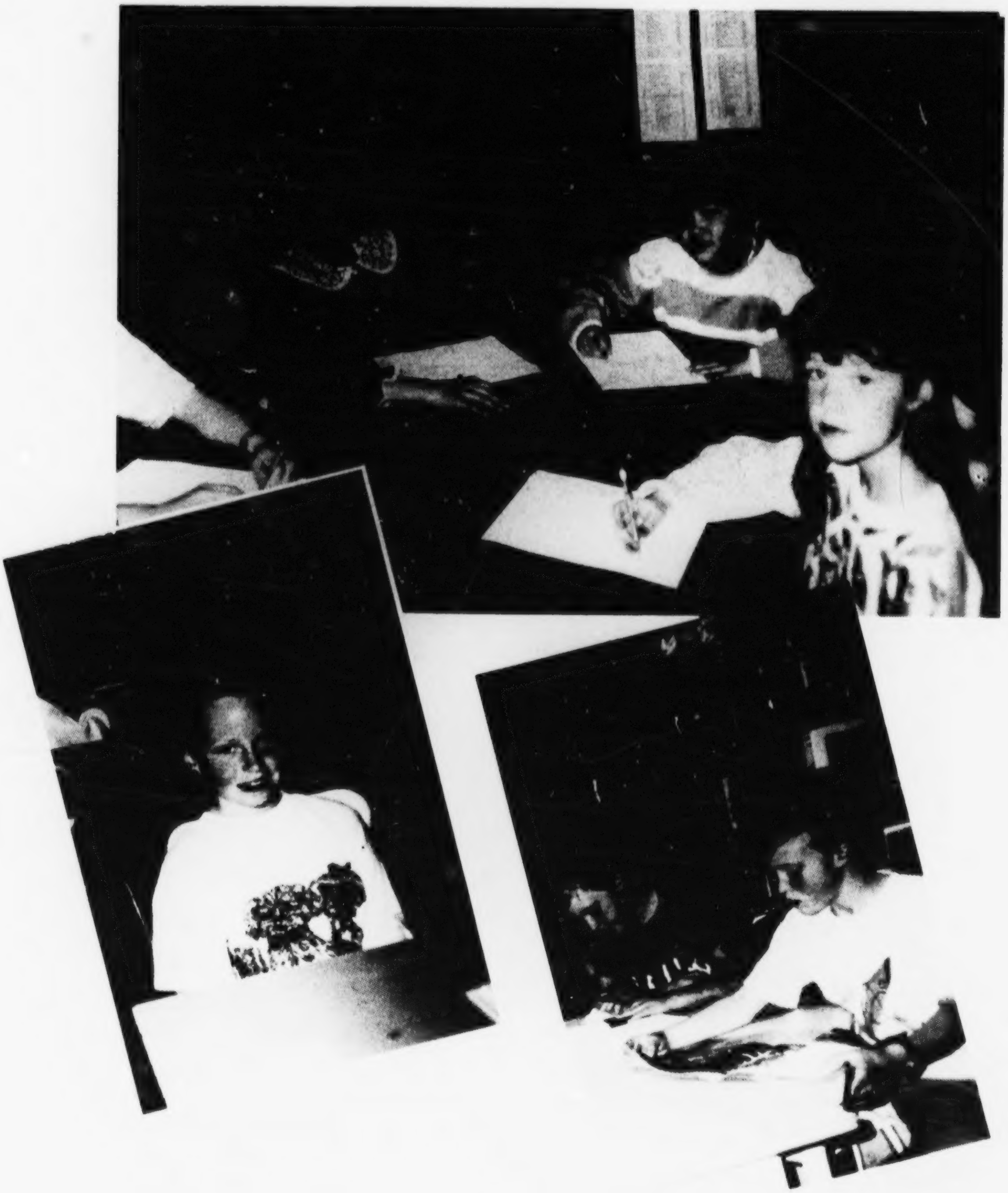
e.g., Collect paper for recycling.
Return bottles and cans for recycling.
Camp in park areas without disturbing the natural environment.
Carrying out own garbage from parks when hiking.

Have each student or have the class select a project to carry out that will demonstrate responsible use of the environment e.g., monitor use of paper, reuse some and recycle what can't be used.

On completion, discuss:
Was this a good thing to do? Why or why not?

- **Extension** - Have students plan an imaginary bus trip across Canada. The plan should include route, sight seeing and stopovers.

GRADE 5 TOPIC B: EARLY CANADA: EXPLORATION AND SETTLEMENT



GRADE: 5

FOCUS: CANADA

TOPIC B: EARLY CANADA: EXPLORATION AND SETTLEMENT

Students investigate some of the historical events and issues relating to the discovery, exploration and settlement of New France and the Hudson Bay area. Major emphasis should be placed on the intercultural contact that occurred among Natives, explorers, missionaries and settlers in these two areas.

The Native groups to be studied should include examples from Eastern Canada with whom the French and English interacted during this time. Explorers studied should include Cabot, Cartier, Champlain, Hudson, Frobisher, Kelsey, Radison and Groseilliers. The study should focus on the French settlers in New France and the English settlers in the Hudson Bay area. The intent of the study is to develop an understanding of the intercultural contact between Europeans and the Natives and to develop an awareness of the origin of the bilingual nature of Canada. It should also develop an appreciation and an interest in our Canadian heritage as well as an understanding of how learning from history can help us better understand Canada today. This topic is not a chronological study of Canadian history; rather, it is a selected study of several events with an emphasis on the people of that time period (a social history up to 1800's). Political history will be a topic of study in Grade 8.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions:

Why did people become explorers? What were the reasons for exploration?
How did topography influence exploration? Settlement?
How and why did the Natives contribute to exploration and settlement?
How and why did the Natives oppose settlement?
How did the Natives, explorers, missionaries, fur traders and settlers in Canada's early history affect each other?
How did the history of New France and the fur trade in the Hudson Bay area determine the way Canada is today?

Issues:

How should we treat newcomers?
Should people try to influence each other?

KNOWLEDGE OBJECTIVES The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION – **Exploration and settlement cause groups to have influence on each other, resulting in changes in the way people live.**

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Contact between people in Canada's early history prior to and during exploration and settlement brought changes to their lives.	history – *a study of the past events and people* exploration – *searching out unknown areas*	• lifestyles of Native groups such as the Algonquin, Huron, Iroquois and Cree prior to settlement • contact between Native groups resulted in advantages and disadvantages for each group

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
	settlement – *a place or region newly settled*	• reasons for exploration • lifestyles of the explorers • reasons for settlement • lifestyle in the settlements in the Hudson Bay area (fur traders) and in New France (settlers, seigneurs, fur traders, missionaries) • the way physical features (e.g., landforms, waterways, climate) influenced discoveries, exploration and settlement of Canada • problems faced by the Natives, explorers, missionaries and settlers in the initial settlement era
Contact between people in Canada's early history resulted frequently in competition, cooperation and conflict.	competition – *the act of trying to win or gain something wanted by others* cooperation – *the act of working together* conflict – a disagreement	• contact between Natives and Europeans (e.g., explorers, settlers, missionaries) resulted in advantages and disadvantages for each group (cooperation, competition, conflict) • the role of competition in the fur trade (Hudson Bay Company and Northwest Company)
Our history contributed to shaping Canada into a bilingual nation.	bilingual – *the ability to use two languages equally well*	• awareness of the origins of the bilingual nature of Canada

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- distinguish between fact and fiction
- acquire information by reading history books, facsimiles of historical documents, and historical fiction
- gather information by using library skills to locate and choose resources (dictionaries, encyclopedias, reference books, atlases, etc.,) appropriate to the purpose by using:
  - Dewey Decimal System
  - card catalogue and call numbers
  - table of contents, index, glossary
  - picture/pamphlet file
  - key words, letters on volume, index and cross-references in an encyclopedia
- gather information by:
  - identifying time and place relationships (settings)
  - identifying cause-effect relationships
  - calculating the length of time between two given dates
  - using definite time concepts such as decade, century
- classify pictures, facts and events under main headings and in categories
- arrange historical events, facts and ideas in sequence
- on a simple time line, record dates and events showing the exploration and settlement period

Geography/Mapping

- interpret historical maps showing European voyages of discovery and the location of early English and French settlements in Canada
- make a simple map with accompanying legend to show a specific area
- use maps and globe to explain how geographic relationships and settings have influenced historical events (e.g., direction of river flow affected voyages of exploration)

Analyzing/Synthesizing/Evaluating

- identify the different perspectives and reasons for the different perspectives of the Natives, settlers and other groups on issues
- draw conclusions on how contact between people brought changes to their lives
- create a set of guidelines for behaviour of groups of strangers when they interact

COMMUNICATION SKILLS

- write a summary of main points and/or supporting points encountered in oral, written or viewed presentations
- role play historical situations involving interaction between groups of people and/or role play applying the guidelines developed for interaction when groups of people meet
- orally present information using prepared notes describing conflict and cooperation in Canadian history, recognizing main ideas and sequencing
- write a page of a diary, journal entry, letter, biography or autobiography, imagining they are Natives, explorers, settlers, and/or missionaries communicating their feelings and relating some events from that time
- make a simple table of contents to organize unit
- in a final product, apply the skills of revising and editing by considering content, organization, vocabulary, sentence structure and mechanics of writing

PARTICIPATION SKILLS

- accept and abide by the decision of the class or group or share and defend a different point of view
- learn from criticism and suggestion; and give constructive criticism and suggestions
- participate in a small group discussion or activity by following established rules
- accept the role of leader and follower as the situation requires

ATTITUDE OBJECTIVES

The student will be encouraged to develop:

- appreciation for the accomplishments of the Natives, explorers, settlers, missionaries and fur traders in shaping Canada
- objectivity by demonstrating an ability to examine problems from more than one perspective
- appreciation for the history of our country
- pride in one's country
- appreciation for the bilingual nature of Canada.

GRADE 5 TOPIC B: EARLY CANADA: EXPLORATION AND SETTLEMENT

RESOURCES

Basic

Early Canada (Weigl Educational Publishers) 1989
Redeveloped Kanata Kit—Student Text
The five parts of the book focus on the Natives, explorers, fur traders, missionaries and settlers in early Canada's history. The focus on people and the visuals greatly add to the student interest. Recommend purchasing a class set.

Recommended

Canada, Growth of a Nation (Fitzhenry and Whiteside Ltd.) 1980
Topics are covered in chronological order. There are 10 topics: first Canadians, exploration, eastern settlement, conflict (1740–1780), life in the new land, conflict (1812–1840), expansion, Confederation, joining the pieces and turn of the century. Advance organizers, illustrations and the page layouts stimulate student interest. Recommend purchasing half a class set.

Canada, A Book of Maps (Clare Education Development Inc.) 1985
A book of maps on Canada that deals with Native groups, exploration, the fur trade, industries, transportation, communication and population. It also has a section on reading maps and the earth. Recommend purchasing half a class set.

Fur Trade in Canada Media Kit (National Film Board)
The kit consists of three filmstrips entitled: *Trade for Furs*, *Coureurs de Bois* and *Indian Middlemen* which give an in-depth description of Canada's fur trade.

Supplementary

Growth of a Nation Series (Fitzhenry and Whiteside)
Journeys of Exploration (1986)
Voyages of Discovery (1985)
Provides detailed descriptions of various voyages of discovery and exploration.

People of the Trail (Douglas & McIntyre) 1983
Describes how the northern forest Indians lived—Chipeywan, Cree, Beaver, Naskapi and Northern Ojibwa tribes.

Algonkian Hunters of the Eastern Woodlands (Grolier) 1984
Focuses on the traditional Algonkian way of life.

Red Ochre People (Douglas & McIntyre) 1982
Describes how the Beothuck Indians of Newfoundland lived.

People of the Longhouse (Douglas & McIntyre) 1982
Focuses on the traditional Iroquoian way of life.

The Explorers: Charting the Canadian Wilderness (Douglas & McIntyre) 1984
Describes the voyages, regions explored, the problems encountered and the way of life of explorers.

Native People and Explorers of Canada (Prentice Hall) 1984
Describes explorers and the exploration of Canada as well as interaction with the Natives. Natives are described in the historical and contemporary context.

Beaver, Beads and Pemmican—Canada's Fur Trade (Arnold Publishing Ltd.) 1987
Describes the role the fur trade played in Canadian history.
Poster Set (Royal Ontario Museum)
The Naskapi Indians
The Assiniboine
Musical Instruments
Toys and Games
Quill Work
Wood Cree
Each of the above titles is a large, colourful poster with an accompanying information sheet.

Discover the World Series—Computer Software (Scholastic Tab Publishing) 1987
Students take on the role of world explorers for a European country. They decide their own strategies by deciding what goods to take, what direction to travel, what to trade and how to react in various situations and to problems. The simulation is complex, hence intended for enrichment purposes.

Quest for Canada—Computer Software (Scholastic Tab Publishing) 1987
The simulation allows students to lead an expedition to claim land. Students use decision-making and geography skills to plan travel. The simulation is complex, hence intended to be used as enrichment.

Canada From Sea to Sea Kit (GLC) 1980
The kit consists of a record, poster, time line, spirit duplicating masters and four sound filmstrips entitled: The Land, The Growth of Nationhood, The Industries We Depend On and Canada's Multicultural Festivals.

See Learning Resources, pages 42.

SAMPLE UNIT

GRADE 5 TOPIC B: EARLY CANADA: EXPLORATION AND SETTLEMENT

The following sample unit is one way to approach the teaching of this topic. The mandatory objectives of the topic will be met if the developmental activities are used as suggested. The sample unit is set up as a sequential series of lessons.

The developmental activities can be expanded, modified or replaced with other activities. When substituting activities or developing one's own unit of study, it is important that the activities selected meet the objectives. Practice and review activities as well as evaluation must be developed by the teacher because these are not built into the sample unit.

PART 1: WHAT WAS THE LIFESTYLE OF NATIVES IN EASTERN CANADA? (PROBLEM–SOLVING STRATEGY)

ESTIMATED TIME:	8 (30 minute) periods)
RESOURCES:	*Early Canada, Part I* *Canada, Growth of a Nation*, pages 38–47

KNOWLEDGE OBJECTIVES

Generalization

Contact between people in Canada's early history prior to and during exploration and settlement brought changes to their lives.

Contact between people in Canada's early history resulted frequently in competition, cooperation and conflict.

Concepts

History　Cooperation
Competition　Conflict

Related Facts and Content

Lifestyles of Native groups such as the Algonquins, Hurons and Iroquois and Cree.

Contact between Native groups resulted in advantages and disadvantages for each group.

SKILL OBJECTIVES

Process Skills

Gather information by identifying time and place relationships (setting) and by identifying cause–effect relationships.

Classify pictures, facts and events under main headings and in categories.

Participation Skills

Participate in small group discussion or activity by following established rules.

Problem–Solving Strategy

Understand the question/problem.
Develop research questions and procedures.
Gather, organize and interpret information.
Develop a conclusion/solution.

ATTITUDE OBJECTIVES

Appreciation for the accomplishments of the Natives in shaping Canada.
Appreciation for the history of our country.

DEVELOPMENTAL ACTIVITIES

1. Understand the question

WHAT WAS THE LIFESTYLE OF NATIVES IN EASTERN CANADA?

Note: Have a wall map of Canada and bulletin board space for displays available for use throughout the unit. An outline map of Canada on which information can be added as the unit progresses would enhance student learnings.

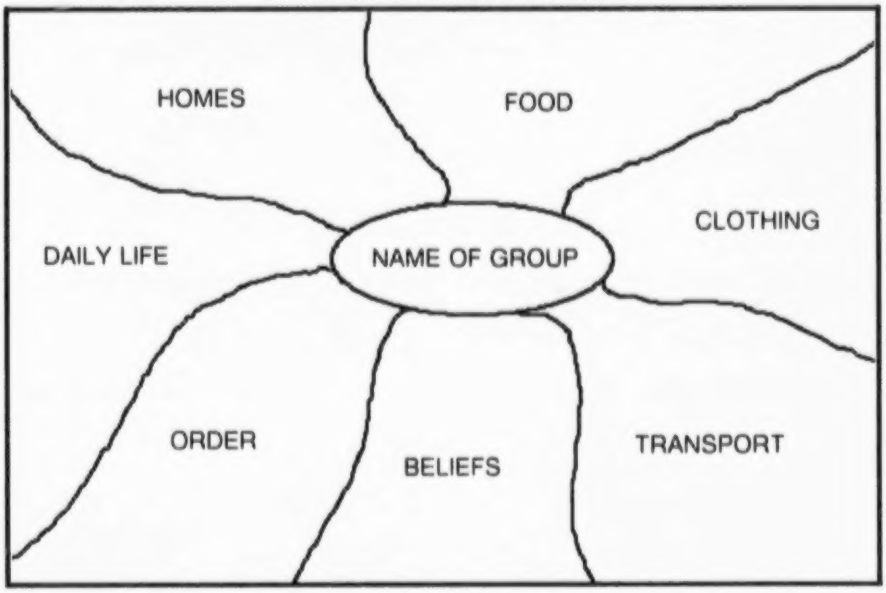
- Examine map(s) of Canada showing the major groups of Native peoples prior to European contact. Go over the main groups and explain that they will be studying the groups of Eastern Canada.
- Review lifestyle of western Indians studied in Grade 4.

  Discuss:
  How the environment played a key role in developing their way of life.

2. Develop research procedures

- Elicit the various categories or topics that help study a Native group (i.e. the necessities; food, shelter, clothing; daily life; beliefs; keeping order). Apply these headings in the form of a "spider" report to the study of three major eastern Canadian Native groups at the time: Algonquins, Hurons and Iroquois. Students can do research on a chosen Native group using available resources (individually or in groups). Information gathered can be recorded on the spider report sheet.

SAMPLE SPIDER REPORT



3. Gather, organize and interpret information

- Using the information gathered on the spider report sheets, have students prepare for and share their information. Information can be shared with a partner if the research was carried out individually and shared with another group if a group researched the information.

  Students can complete a spider report sheet on the Native group not researched or students can develop a retrieval chart using information collected and shared.

SAMPLE RETRIEVAL CHART OR BULLETIN BOARD CHART

	HOMES	FOOD	TRAVEL	CLOTHING	DAILY LIFE	BELIEFS	OTHER
Algonquins							
Iroquois							
Hurons							

- Using the information they gathered on the Iroquois, Hurons and Algonquins have students hypothesize what the groups traded. Record the students' hypotheses.

  Have students read Early Canada Part I to find out what the Iroquois, Hurons and Algonquins traded. Compare their findings with their earlier hypotheses.
  e.g., Iroquoian farmers traded corn, dried meat and furs to the Woodland People.
  The Woodland people traded their birchbark canoes, warm clothing and deer meat.

- Concepts of Cooperation, Conflict and Competition

  Discuss:
  Do you trade with friends?
  What do you trade?
  What problems have you had with trading?
  What problems could arise from trading?

  Read the following scenario. Have students identify the problem.

  > At Sasha and Wilmer's school, they had a special badge, button and pin day. Students were asked to wear the badges, pins and buttons they owned. Some students traded during the day. At the end of the day Sasha felt very happy about the new buttons she had traded for but Wilmer was extremely disappointed with a couple of items he had given up in exchange for a damaged pin.
  >
  > Wilmer had always wanted a Calgary Olympics pin and this was his opportunity to get one. His classmate had one but wasn't too interested in trading it. After some bargaining, Wilmer agreed to give up three pins for the Calgary Olympic pin. When the pin was handed over, he noticed it was damaged. Although Wilmer wanted to call the deal off, his classmate refused. Wilmer was stuck with a damaged pin.

Discuss:

Why would students be interested in trading pins?
What problem arose as a result of the trade Wilmer made?
What other problems could arise as a result of trading pins or other items with your friends?

Explain that trade allows people to get along with one another or cooperate with one another but trade at times can cause disagreements or problems. These disagreements or problems are called conflicts. Major disagreements can lead to a struggle or to war. This was the same for Native groups prior to European contact. They had established patterns of trade that led to cooperation and conflict.

Read the scenario. Have students identify the problem and which word (conflict, cooperation, competition) describes what is happening.

> Jim and Zacharey were enjoying the afternoon at school trading the pins. Both boys had a variety of pins in their collection but Zacharey's collection was very large compared to Jim's collection. Zacharey's Dad travelled across Canada on business so he often brought pins home from places he visited.
>
> Ken, a classmate of Jim and Zacharey's had a rare town pin of Milk River. Both Jim and Zacharey wanted to trade for that town pin. Ken was not interested in trading this pin as it was given to him by his grandfather. The bargaining started. First Jim offered two of his pins and Zacharey offered three. The bargaining continued until Zacharey offered 10 of his pins for the town pin. Ken accepted.

Discuss:

What problem occurred in the trading?
What word describes what was happening? (competing, competition)

Explain that a competition occurs when two or more people want something the other wants. Competition occurs in many games when individuals or groups want to win.

Have students generate examples of competition.

- Have students hypothesize reasons for competition, cooperation and conflict between Native groups.

  After students research the reasons for cooperation and conflict, have them compare the information gathered with their hypotheses.

4. Develop a conclusion/solution

- Have students write two interesting things they have learned about the Natives' lifestyles. This can be shared with a partner, small group and/or class.
- Working in pairs, have students define competition, cooperation and conflict – in their own lives and examples that relate to eastern Native groups.

PART 2: WHAT WERE THE REASONS FOR EXPLORATION?

ESTIMATED TIME:	10 (30 minute) periods
RESOURCES:	*Early Canada* *Canada, Growth of a Nation*, page 59

KNOWLEDGE OBJECTIVES

Concepts
  History
    Exploration
Related Facts and Content
    Reasons for exploration

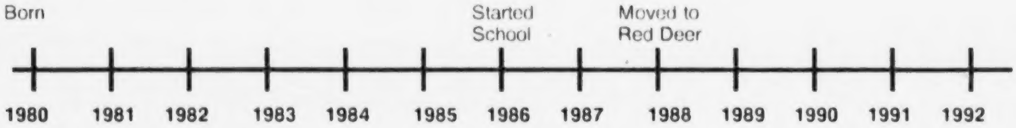
SKILL OBJECTIVES

Process Skills
- Gather information by using definite time concepts such as decade, century.
- On a simple time line, record dates and events showing the exploration and settlement period.
- Interpret historical maps showing European voyages of discovery.
- Use maps and globe to explain how geographic relationships and settings have influenced historical events (e.g., direction of river flow affected voyage of exploration).
- Create a set of guidelines for the behaviour of groups of strangers when they interact.

Communication Skills
- Role play historical situations involving interaction between groups of people and/or role play applying the guidelines developed for interaction when groups of people meet.

DEVELOPMENTAL ACTIVITIES

- **Introduction to Time Lines**—Direct students to drawing a life line of themselves. Tell them to list the most important dates and events in their lives (exact dates are not important). Make a sample on the board. Stress that equal distance must be used for equal number of years.



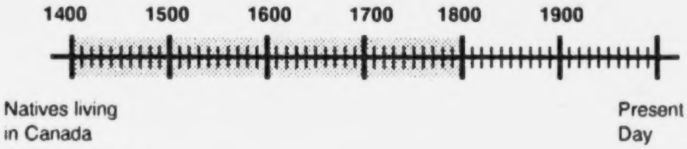
After students share their life line with a partner, explain that we can learn about a person by studying or knowing his or her life line.

Have students use a coloured pencil crayon to show 10 years on their time line.

Discuss:

What word describes a 10-year period? (decade)
Have students raise their hands if they have lived a decade.
If a decade is 10 years, how long is a century? (100 years or 10 decades)
Do you know someone or have you heard of someone who has lived a century? Nearly a century?

On a chalkboard show a time line divided into centuries. Explain that we can make a life line for a person showing important dates and we can also make a line for a country like Canada showing important dates. It is called a time line and is divided into decades and centuries.



Tell the class that during the course of our unit we will be learning about the history of early Canada and constructing our country's timeline between 1400-1800. Have a large bulletin board space available for this ongoing activity. Students can record significant dates and events as the unit progresses. Explain that having looked at the Natives you will now focus on Europeans coming to America.

- **Location of Countries**—Using a wall map of the world, review the continents and oceans (Topic 5A) and have students locate England and France.

  On an outline map of the world, have students locate, name and colour Canada, France and England.

- Have historical/olden days maps and contemporary maps for students to compare.

  Discuss:

  What are the differences?
  Why are the shapes of the continents different?
  Why is the distance between continents different?
  Why weren't the olden maps as accurate as ours? (Lack of knowledge, technology and communication; many thought the world was flat and small).

- **Concept of Exploration**—Have students raise their hand if they have ever gone exploring. Have students in pairs or small groups, share their experiences.

  Discuss:

  What does explore mean?
  What does exploration mean?
  Often we hear of exploration in the news. In what areas is exploration occurring today?

- Have students look at a map of the trade and exploration routes.

  Discuss:
    What was the shortest trading route to the Orient?
    Why would explorers choose water over land? (Try to get the response that travelling west by water was easier than travelling east by land).

- Using resources available, have students find reasons for exploration.

  Using the historical information gathered, have the students write a letter to their parents explaining why they should be allowed to explore the new land. The letter may include the advantages of going, the dangers and some exciting adventures that may occur.

  Upon completion, have students share their letters. Have students identify valid as opposed to invalid reasons for wanting to explore during that period.
  e.g., – find trading route to Orient
    – seek the unknown
    – search for wealth
    – find a new home
    – seek adventure

- On the class timeline, mark the period of early exploration.

- **Explorers Meet Natives**—Have the students close their eyes as you read the following passage.

  Pretend you are an explorer. You have been at sea for weeks. You're tired of dried fruit and salted fish. The rolling sea has made you sick on many occasions. All of a sudden someone in your crew spots land. Slowly your ship makes its way to the coastline, the Canadian coastline.
  Think about:
    What would you be doing as the ship was getting closer to land?
    What would you see?
    What would you plan to do?

  Have students open their eyes and discuss the above questions.

- Have students close their eyes again as you describe the following scene.

  You're in a small boat as you reach the rocky shoreline. You step on the new land and with the help of your crew members, plant a flag pole with your flag on the shore's edge to claim the land for your country. All of a sudden, you see people.
  Think about:
    What you would do?
    How you would feel?
    How would you show the people you wish to be friends?

  Have students working in groups, discuss and chart their responses. On completion, have groups share their ideas with the rest of the class.

- Working in pairs, have students role play one rule/guideline an individual can follow when meeting strangers. Have the rest of the class identify what the pair is demonstrating.

PART 3: HOW DID THE PHYSICAL FEATURES INFLUENCE EXPLORATION? (PROBLEM-SOLVING STRATEGY)

ESTIMATED TIME:	8 (30 minute) periods
RESOURCES:	*Early Canada* *Canada, Growth of a Nation*, pages 58-61, 64-65

KNOWLEDGE OBJECTIVES

Concept

Exploration

Related Facts and Content

Lifestyle of the explorers.

The way physical features (e.g., landforms and waterways, climate) influenced discoveries, exploration and settlement of Canada.

SKILL OBJECTIVES

Process Skills

Gather information by using library skills to locate and choose resources (dictionaries, encyclopedias, reference books, atlases, etc.) appropriate to the purpose by using:

- Dewey Decimal System
- card catalogue and call numbers
- table of contents, index, glossary
- picture/pamphlet file
- key words, letters on volume, index and cross-references in an encyclopedia

Interpret historical maps showing European voyages of discovery.

Use maps and globes to explain how geographic relationships and settings have influenced historical events (e.g., direction of river flow affected voyages of exploration).

Problem-Solving Strategy

Understand the question/problem.

Develop research questions and procedures.

Gather, organize and interpret information.

Develop a conclusion/solution.

ATTITUDE OBJECTIVES

Appreciation for the accomplishments of the explorers.

Appreciation for the history of our country.

1. Understand the question

HOW DID THE PHYSICAL FEATURES
INFLUENCE EXPLORATION?

- Using a wall map of Canada, have students discuss (as a class or in groups) where they think Europeans first landed on North America and why.
- Review physical features of Canada (Topic 5A). Using a map of Canada, have students speculate what physical features may have affected exploration. Record student responses for future reference.

2. Develop research questions and procedures

- Have students generate what questions would need to be answered about a specific explorer before one could draw conclusions about how physical features may have influenced his exploration.

  e.g., What were his reasons for exploring?
  What was the location of his exploration?
  What hardships did he have?

- Have students generate sources of information.

3. Gather, organize and interpret information

- Before starting research, develop or review use of library research skills: Dewey Decimal System, card catalogue and call numbers, picture/pamphlet file, table of contents, index, glossary, and use of key words, letters on volume, index and cross-references in an encyclopedia.
- Have each student select one of the following explorers for research: Cabot, Cartier, Champlain, Hudson, Frobisher.

  Using individual retrieval sheets similar to the one on the next page, have students gather information on the selected explorer.
  Have students use the information gathered to prepare for and present an oral report. To model for students how to organize for an oral presentation, do one example with the class. Show students how to make notes, how to incorporate main and supporting ideas, and how to sequence the ideas.

  After information on a specific explorer is presented, mark the route of the exploration on the outline map of Canada on the bulletin board.

- Optional Activity—Make a class retrieval chart on each explorer using the information gathered by the students.

4. Develop a conclusion/solution

- Have each student think of one explorer and list two ways topography (physical features) affected their exploration.
- Have students share their ideas.

Explorer

Country explored for

Dates of exploration

Reasons for voyage

Location of exploration

Interaction with Natives

Hardships

Accomplishments

Influence of physical features

PART 4: CONTACT BETWEEN EXPLORERS AND NATIVES IN CANADA'S EARLY HISTORY

ESTIMATED TIME: 4 (30 minute) periods

RESOURCES: *Early Canada*

KNOWLEDGE OBJECTIVES

Generalization

Contact between people in Canada's early history resulted frequently in competition, cooperation and conflict.

Concepts

Cooperation
Conflict

Related Facts and Content

Contact between Natives and Europeans (e.g., explorers, settlers, missionaries) resulted in advantages and disadvantages for each group (cooperation, competition, conflict).
The role of competition in the fur trade (Hudson Bay Company and Northwest Company).

SKILL OBJECTIVES

Process Skills

Acquire information by reading history books, facsimiles of historical documents, and historical fiction.

Communication Skills

Role play historical situations involving interaction between groups of people and/or role play applying the guidelines developed for interaction when groups of people meet.

Participation Skills

Participate in small group discussion or activity by following established rules.

ATTITUDE OBJECTIVES

Appreciation for the history of our country.

DEVELOPMENTAL ACTIVITIES

- **Contact Between Natives and Explorers**—Read the selection from Cartier's diary in *Early Canada*.

  Discuss:
  How did the Natives greet the newcomers?
  Was this an example of cooperation or conflict? Explain.

- Use the picture in *Early Canada* of Cartier erecting a large cross on Gaspé Peninsula to develop one of the following role plays.

  - Divide the students into groups. Each group should represent or nearly represent the number of people in the picture. Each group role plays the initial contact between the French and the Natives. Consideration should be given to willingness to trade, to the suspicion that the French might want to claim land and to the concern about the unknown.

  - Have groups prepare a still life showing what might have happened 10 seconds before the picture (go back 10 seconds into the past). On a given signal, have groups start dialogue and action. Proceed in a similar fashion by looking 10 seconds into the future.

- **Mini Historical Issues**—What should Champlain do? Have students read Samuel de Champlain in *Early Canada*,

  Discuss:
  What is the issue?
  What choices does Champlain have?

  Using one of the decision models, pages 12–21, have students identify the choices Champlain has, the advantages and disadvantages of each choice; and make their own choice. Upon completion discuss:

  What were the advantages of joining the Hurons and Algonquins to fight against the Iroquois? Disadvantages?
  What were the advantages of staying out of the Native battle? Disadvantages?
  What decision would you have made if you were Champlain?
  What decision did Champlain make?

PART 5: INTERACTION BETWEEN FUR TRADERS AND NATIVES

ESTIMATED TIME: 10 (30 minute) periods

RESOURCES: *Early Canada*
Canada, A Book of Maps

KNOWLEDGE OBJECTIVES

Generalization

Contact between people in Canada's early history prior to and during exploration and settlement brought changes to their lives.

Contact between people in Canada's early history resulted frequently in competition, cooperation and conflict.

Concepts

Exploration
Competition
Cooperation
Conflict

Related Facts and Content

Lifestyle of explorers.

Contact between Natives and Europeans (e.g., explorers, settlers, missionaries) resulted in advantages and disadvantages for each group (cooperation, competition, conflict).

SKILLS OBJECTIVES

Process Skills

Distinguish between fact and fiction.

Gather information by using library skills to locate and choose resources (dictionaries, encyclopedias, reference books, atlases, etc.,) appropriate to the purpose by using:

- Dewey Decimal System
- card catalogue and call numbers
- table of contents, index, glossary
- picture pamphlet file
- key words, letters on volume, index and cross-references in an encyclopedia

Communication Skills

Orally present information using prepared notes describing conflict and cooperation in Canadian history, recognizing main ideas and sequencing.

Write a page of a diary, journal entry, letter, biography or autobiography, imagining they are Natives, explorers, settlers and/or missionaries communicating their feelings and relating some events from the time.

ATTITUDE OBJECTIVES

Appreciation for the accomplishments of the Natives, explorers and fur traders in shaping Canada.

DEVELOPMENTAL ACTIVITIES

- **Fur Trading**—Choose one or both of the following activities to introduce fur trading:

- Talk about today's styles of clothing

  Discuss:

  What are you wearing?
  From what material is it made?

  Explain that in the 1600s the fashion in Europe was to wear fur hats, bonnets and capes trimmed with beaver fur which came from Canada.

- Have students look at a nickel and discuss why the beaver is on the coin. Explain how the beaver was very important in the exploration of early Canada. Men came to trade for beaver pelts to take to Europe where they were made into hats.

- Have students read passages about the fur trade.

- Have students focus on a map that shows trading posts in early Canada (*A Book of Maps*, page 81).

  Discuss:

  Where are the trading posts located?
  Why are waterways important to fur traders?

- **Library Research Project**—Suppose the English wish to get some of the fur trade. Where can they set up their base to start their fur trade in Canada?

  Explain that they will study about two French men Radisson and Groseilliers, who guided the English.

  Guide the class in a short research study on Radisson and Groseilliers using available resources that will serve as a model for doing research on other explorers and fur traders.

  Read aloud historical fiction about Radisson and Groseilliers.

  Discuss characteristics of the coureur de bois and show how coureur de bois were influenced by the Native lifestyle. Provide each student with a model research sheet. Fill in a research sheet on the overhead as students complete their own sheets.

Sample Research Sheet

Fur Trader: Radisson
Company: Hudson Bay Company
Area Explored: New France
Date: 1668–
Accomplishments: Brought English to Hudson Bay area
Interaction with Natives: Adopted Native ways

Students can use a model similar to the one above to research (individually or in groups) Kelsey or LaVerendrye.

The research sheets could be provided for students or students can make their own. Students may want to accompany their research sheet with a map showing the areas in which the fur traders traded.

Sample Research Sheet

Fur Trader:

Company:

Area Explored:

Date:

Accomplishments:

Interaction with Natives:

- Library skills and procedures may need to be reviewed.

- Have students use the information from their research sheet to prepare an oral presentation that focuses on cooperation and conflict. Model for students how to plan for an oral presentation by doing one with the class. Focus on:
  How to use information gathered
  How to use main ideas and supporting ideas
  How to organize the information
  How to prepare notes.

  As the oral reports are presented, the information shared can be recorded on a retrieval chart.

- Have students read *Early Canada* to find out what problems the voyageurs faced.

  Write a story, page of a diary or journal entry imagining you are a Native guiding a fur trader. Describe how you would help the fur trader.

- **Simulation Game**—Divide the class into three groups. Each group divides itself into: factor, coureur de bois, clerks.

  The teacher explains that the class will have 30 minutes to cover coloured squares of paper with glued toothpicks. These will become forts. The coureur de bois will take the finished forts up to the factor who is by the large map of Canada The factor will place the forts on the map according to location of forts shown in *Canada, A Book of Maps*. At the end of the 30 minutes the Company with the most forts wins the competition. This shows the students the importance of cooperation among their members as well as the conflict with other companies.

  After simulation game, have students share impressions of the game.
  How did you feel?
  Was there a need for cooperation among the group? Why?

  Explain that there was a great deal of pressure among the fur traders and the competition was very fierce.

PART 6: HOW DID THE NATIVES, MISSIONARIES, FUR TRADERS AND SETTLERS IN CANADA'S EARLY HISTORY AFFECT EACH OTHER? (PROBLEM-SOLVING STRATEGY)

ESTIMATED TIME: 16–18 (30 minute) periods

RESOURCES: *Early Canada*
Canada, Growth of a Nation

KNOWLEDGE OBJECTIVES

Generalization

Contact between people in Canada's early history prior to and during exploration and settlement brought changes to their lives.

Contact between people in Canada's early history resulted frequently in competition, cooperation and conflict.

Concept

Settlement

Related Facts and Content

Reasons for settlement.

Lifestyle in the settlements in the Hudson Bay area (fur traders) and in New France (settlers, seigneurs, fur traders, missionaries).

Problems faced by the Natives, explorers, missionaries and settlers in the initial settlement era.

Contact between Natives and Europeans (e.g., explorers, settlers, missionaries) resulted in advantages and disadvantages for each group (cooperation, competition, conflict).

SKILL OBJECTIVES

Process Skills

Arrange historical events, facts and ideas in sequence.

Interpret historical maps showing the location of early English and French settlements in Canada.

Make a simple map with accompanying legend to show a specific area.

Gather information by calculating the time between two given dates.

Identify the different perspectives and reasons for the different perspectives of the Natives, settlers and other groups on issues.

Draw conclusions on how contact between people brought changes to their lives.

Communication Skills

Write a summary of main points and/or supporting points encountered in oral, written or viewed presentations.

Make a simple table of contents to organize unit.

Participation Skills

- Accept and abide by the decision of the class or group or share and defend a different point of view.
- Learn from criticism and suggestions and give constructive criticism and suggestions.
- Participate in a small group discussion or activity by following established rules.
- Accept the role of leader and follower as the situation requires.

Problem-Solving Strategy

- Understand the question/problem.
- Develop research questions and procedures.
- Gather, organize and interpret information.
- Develop a conclusion/solution.

ATTITUDE OBJECTIVES

- Appreciation for the accomplishments of the Natives, explorers, settlers, missionaries and fur traders in shaping Canada.
- Objectivity by demonstrating an ability to examine problems from more than one perspective.
- Appreciation for the history of our country.
- Pride in one's country.

DEVELOPMENTAL ACTIVITIES

Note: This part is developed by focusing on three questions using the problem-solving strategy. The case studies are:

Case Study One: How did the fur traders and Natives affect each other?
Case Study Two: How did the missionaries and Natives affect each other?
Case Study Three: Who affected the settlers' lifestyle and whose lifestyle did the settlers affect?

CASE STUDY ONE

1. Understand the question

HOW DID THE FUR TRADERS AND NATIVES AFFECT EACH OTHER?

- Briefly review information gained on Native people prior to European contact and the fur trade (i.e., spider reports, retrieval chart). Go over earlier categories describing Native life before the coming of the white man and the fur trade.

2. Gather, organize and interpret information

- Explain to students that there were two major fur trading companies, the Hudson Bay Company and the Northwest Company.

  As a class, read about the Hudson Bay Company and the Northwest Company. As students read, have them identify examples of competition, conflict and cooperation.

  Discuss:
  Why did the two companies compete?

- Complete the following chart with students using the chalkboard. Refer to *Early Canada* for further information.

NATIVE WAY OF LIFE BEFORE AND AFTER THE FUR TRADE

	BEFORE	AFTER
FOOD		
CLOTHING		
WEAPONS		
TOOLS		
RELATIONS WITH OTHER TRIBES		
HUNTING		
WOMEN'S ROLE		
HEALTH (DISEASES, ALCOHOL)		

- Have students read *Early Canada*.

  Discuss:
  How had the Native life changed?
  What would happen if as a Native you tried to trade as many furs as possible?
  What might happen if you tried to go back to your traditional way of life?

- Have students complete a chart similar to the one on "Native Way of Life Before and After the Fur Trade" by focusing on how the Natives affected the fur traders' lifestyle.

HOW THE NATIVES AFFECTED THE FUR TRADERS' LIFESTYLE

	BEFORE	AFTER
FOOD		
CLOTHING		
TRANSPORTATION		

- Add the founding of the Hudson Bay Company and Northwest Company to the class time line.

3. Develop a conclusion/solution

- Have each student write down two ways the Natives affected the fur traders' lifestyle and two ways the fur traders affected the Natives' lifestyle.
- Have students share their information with a partner.

CASE STUDY TWO

1. Understand the question

HOW DID THE MISSIONARIES AND NATIVES AFFECT EACH OTHER?

- Post the question on the bulletin board or blackboard.
- Explain that the fur traders had an impact on the Native people. There was also another group, the missionaries, that influenced the Native way of life and were influenced by the Natives.

2. Develop research questions and procedures

- Have students generate questions that would help guide their research. The 5 w's (who, what, where, when, why) can be used to guide the research.

  e.g., Who were the missionaries?
  What was their purpose?
  When did they first come?
  Where did they work?
  Why are they important?
  How did the missionaries affect the Native way of life?
  How did the Natives affect the missionaries' way of life?

Post the questions generated. The questions can become the basis of a "W5 Fact Sheet" to guide student research.
e.g., Sample W5 Fact Sheet

W5 Fact Sheet

Missionaries

1. Who were the missionaries? ______________________________

____

2. What was their purpose? ______________________________

____

3. When did they first come? ______________________________

____

4. Where did they work? ______________________________

____

5. Why are they important? ______________________________

____

____

6. How did the missionaries affect the Natives' way of life? ______________________________

____

____

____

7. How did the Natives affect the missionaries' way of life? ______________________________

____

____

____

3. Gather, organize and interpret information

- Show a map of early missions. Discuss their location.
- Divide the class into groups of four. Have each group gather information using their W5 Fact Sheets on the following missionaries:
  - Jean de Brébeuf
  - Marie de l'Incarnation
  - Jeanne Mance
  - Marguerite Bourgeoys
- After members of the group have completed the research, have group members within the group share their findings.
- Have each group share with the class two interesting facts they have learned in their research.
- Using *Early Canada*, have students discuss the following:
  - What should Father Brébeuf do?
  - People With Different Ideas

4. Develop a conclusion/solution

- Working in pairs, have students list ways that missionaries and fur traders influenced the Natives and ways that Natives influenced the missionaries' and fur traders' lifestyles. The students can use an activity sheet similar to the one below to organize their ideas.

How did the missionaries affect the Natives' lifestyle?	How did the Natives affect the missionaries' lifestyle?
How did the fur traders affect the Natives' lifestyle?	How did the natives affect the fur traders' lifestyle?

- Have students answer the following questions. Reasons for their choices must be provided.

  Questions:
    Did the missionaries or the fur traders have a greater influence on the Native lifestyle? Provide reasons for your choice.
    Did the Natives have a greater influence on the fur traders' or missionaries' lifestyle? Provide reasons for your choice.

  Upon completion, student ideas can be shared in pairs or small groups.

CASE STUDY THREE

1. Understand the question

WHO AFFECTED THE SETTLERS' LIFESTYLE? WHAT GROUPS DID THE SETTLERS AFFECT?

- Discuss:
    What is a settler?
    What is a settlement?

  Have students generate examples of settlers and settlements in the contemporary and historical context.

- Explain that in early Canada, the English settled in the Hudson Bay and Maritime area and the French settled in New France. Use an overhead transparency or wall map of Canada to show the areas of settlement. Have student mark the areas on a map of Canada.

2. Develop research questions and procedures

- Discuss: To find out about the way of life of the settlers in New France and how they were affected by others, what questions would we need to answer?
  e.g., What did they eat?
  How was food obtained?
  From what was their clothing made?
  From what were their homes made?
  What tools helped them farm?
  What was a day in the life of a settler like?
  How did they travel?
  What did they do for fun?
  How did the Natives, fur traders and missionaries affect their way of life?
  Whom did the settlers affect? How?

3. Gather, organize and interpret information

- Present information on why people came to settle in Canada. Have students listen for and record reasons. Discuss the reasons.
  e.g., land not readily available
  conflict between England and France
  looking for a better life
  seeking adventure
  wanting to teach others about Christianity
  unhappy with government in homeland
  seeking riches

- Select one of the following two alternatives as a method for students to gather information.

  - Have students select one or two questions (categories, e.g., food, clothing, homes, transportation, daily life) to research. They are to note key points that answer the question and draw a picture that exemplifies these key points. Finished work after being shared, can be made into a book or become part of a bulletin board display.

  - Divide the class into pairs or groups. Have each group make a poster of information gathered with accompanying illustration that answers the question selected. Upon completion, these can be shared and then become part of a bulletin board display.

- Working in pairs or groups, have the students discuss and record problems faced by each group during the interaction and how the problems were dealt with. The following format for an activity sheet can help groups organize their ideas.

Sample Activity Sheet

Group	Problem Faced	How Problems Dealt With
explorers, fur traders	- illnesses from improper diets	- learned medical knowledge of Natives
	- not knowing country	- Natives became guides
	- wanted furs	- traded with Natives
settlers	- faced starvation	- Natives provided food for settlers - Natives taught settlers new sources of food (how to hunt and fish)
Natives	- territories invaded by English and French	- conflict between Natives and invader
explorers, fur traders	- travelling great distances	- adapted Native's way of travel (canoe, snowshoes)

As groups share their information, record the information. Upon completion, examine each problem to see if it exemplifies conflict, competition or cooperation.

- Have students draw a map of the St. Lawrence River and area showing the location of the seigneuries. A legend should accompany the map.

  Discuss:
  Why did the seigneuries touch on the river?

- Add the times of French settlement in New France to the class time line.

  Have students calculate the length of time between two given dates. Establish the dates using information on the time line before students start their calculations. Generate several questions similar to the one below.
  e.g., How many years had passed between John Cabot's first voyage and Jacques Cartier's first voyage?
  How many years have passed from Cabot's first voyage to the time of the first permanent settlement in New France?
  How many years ago since Cabot landed in Canada?
  How many years ago was the first English settlement built? the first French settlement?

- Using *Early Canada* discuss the following:
  People with Different Ideas.

- Have students organize the unit notes and activities by making a table of contents.

4. Develop a conclusion/solution

- Refocus students on the questions:
  Who affected the settlers' lifestyle?
  What groups did the settlers affect?

  Have each student write down one idea in response to each question. Supporting information must be included.

  As students share their information, ideas can be recorded on a large wall chart.

- **Refocus on Issue**—Refocus students on the larger question and discuss. How did the natives, missionaries, fur traders and settlers in Canada's early history affect each other?

  Have students pretend they are newspaper reporters describing the interaction. After the articles are complete, they can be compiled to make a book; e.g., put reports on construction paper and into a binder.

PART 7: HOW DID THE HISTORY OF NEW FRANCE AND THE FUR TRADE DETERMINE THE WAY CANADA IS TODAY?

ESTIMATED TIME: 3 (30 minute) periods

RESOURCES: *Early Canada*
Canada, Growth of a Nation

KNOWLEDGE OBJECTIVES

Generalization
    Our history contributed to shaping Canada into a bilingual nation.
Concepts
    Bilingual
Related Facts and Content
    Awareness of the origins of the bilingual nature of Canada.

SKILL OBJECTIVES

Process Skills
    Draw conclusions on how contact between people brought changes to their lives.
Communication Skills
    Role play historical situations involving interaction between groups of people.
    In a final product, apply the skills of revising and editing by considering content, organization, vocabulary, sentence structure and mechanics of writing.

ATTITUDE OBJECTIVES

Pride in one's country.
Appreciation for the bilingual nature of Canada.

DEVELOPMENTAL ACTIVITIES

- **Conflict Between English and French**—Discuss:

  If most of the people in early Canada spoke French, why is the other official language in Canada English?
  Why do you think a larger number of Canadians speak English today? Accept all students' answers.

  Explain that the actual reason is understood if we study the conflicts between the English and French.

With the class, read sections from *Early Canada* and *Canada, Growth of a Nation*, pages 106–117 pertaining to the struggle between England and France.

- Role play the Battle on the Plains of Abraham in 1759.
- Have students discuss "What should the English do?" using *Early Canada*.
- Have students make a mind map or write a paragraph explaining what Canada would be like today if the French had won the war. Upon completion, have several students share their mind maps or paragraphs. See Mind Maps, page 92 or Writing Paragraphs, pages 74–75.
- **Review**—To review the unit, have each student develop two questions to ask the class. Provide question stems for students that focus on higher level thinking and not only recall of information. The student questions must be accompanied by answers. Give each student at least one opportunity to ask the class a question.
- **Intercultural Contact**—Explain that as groups of people came into contact, there were advantages and disadvantages for each group.

  Have students use the Plus, Minus, Interesting Facts sheet on page 20, to focus on the advantages and disadvantages for each group—Natives, explorers, fur traders, missionaries and settlers.

  e.g.,

NATIVES

PLUS	MINUS	INTERESTING INFORMATION
– hunting was easier with guns – tools, knives made work easier	– new diseases – lost their land – lost their freedom – increased competition between Native groups for the fur trade	– some things Europeans traded made life easier but not always happier

As information is shared, have students add to their own charts.

- Have students select one group and write one or more paragraphs describing how the group's way of life was affected; and the advantages and disadvantages of contact with other groups.

  In the final paragraph(s), have students apply the skills of revising and editing by considering content, organization, vocabulary, sentence structure and mechanics of writing. If revising and editing are difficult for your students, write a paragraph and use it as a model to show how revisions and edits are made before students start revising their own work.

GRADE 5 TOPIC C: CANADA'S LINKS WITH OTHER COUNTRIES

GRADE 5

TOPIC C CANADA'S LINKS WITH OTHER COUNTRIES

Students examine how Canada is linked to England, France and United States. Links such as language, values and beliefs, trade, communication, leisure activities and fine arts exist between Canada and each of these countries. After a brief examination of the links that existed in the exploration and settlement periods, students will focus on an in-depth examination of several links that exist today. The intent of the study is to develop an understanding of how other countries have influenced and continue to influence our way of life.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions:
What linked England and France with Canada and the United States in the exploration and settlement period?
What links exist between Canada and the other countries?
How has the interaction between Canada and the other countries affected our way of life?

Issue:
Should we strengthen or lessen our links with other countries?
How should Canada interact with other countries (e.g., trade, media, sports)?

KNOWLEDGE OBJECTIVES The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION – **The links established through interaction with other countries influence the way Canadians live.**

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Exploration and settlement of different areas of North America resulted in links being established with England and France.	links – *anything that joins*	• regions explored and settled by the English and French in North America • reasons for exploration and settlement – profit – expansion/land claims – trade – competition for land/riches • links that existed between England and the regions settled; and between France and the regions settled such as: – language – exchange of goods and services – exchange of ideas (values/beliefs) – food – clothing – crafts/leisure

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Interaction between Canada and other countries (United States, France, England) influences our way of life.	interaction – *to influence or act on each other* influence – *an effect*	• links that exist, such as: – language – exchange of goods and services – exchange of ideas (values beliefs) – fine arts (movies, music, art) – food – clothing – sports – media – leisure – tourism (select several links to examine how interaction with other countries (United States, France, England) has influenced our way of life)
There are advantages and disadvantages to interaction with other countries.		• benefits derived through interaction such as: – sharing of ideas – sharing of technology – meet to discuss problems – cooperate on projects – plan activities – greater variety of choices • disadvantages of interaction, such as: – becoming too dependent on others for ideas, goods and services – increasing uniformity and lessening diversity

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating Organizing Interpreting Information

- recognize the differences in purpose and coverage, and select pertinent information from different magazines, newspapers, pamphlets and or television
- identify which source of information is more acceptable, stating reasons for choice
- gather information by conducting an interview or survey
  - plan procedures, rules of behaviour, questions to be asked and or things to listen for when conducting a survey interview
  - record, summarize, and evaluate information collected
  - draw inferences from information collected
  - evaluate the planning and enactment of the survey
- compare information on a topic drawn from two or more sources to recognize agreement or contradiction
- distinguish between fact and fiction
- organize information gathered in a chart and or graph.

Geography Mapping

- use symbols, legends and common abbreviations in an atlas, to locate places under study
- identify, locate and label England, France and United States relative to Canada on different types of maps
- plot information on maps, such as areas of exploration and settlement
- use maps and globes to explain geographic setting of historical and current events
- gather information about the same area country using two or more different maps

Analyzing Synthesizing Evaluating

- analyze how our lives are influenced by Canada's interaction with a specific country
- identify how England, France and the United States have contributed to our way of life
- draw conclusions about the advantages and disadvantages of interacting with other countries

COMMUNICATION SKILLS

- complete a simple outline as a data gathering procedure
- take notes in point form using various sources; oral, written or viewed presentations
- write a simple report from notes and or a student and teacher generated outline
- write an editorial stating a point of view on our links with another country

PARTICIPATION SKILLS

- contribute to various functions of group work as recorder, spokesperson, leader
- observe the courtesies of group discussion, such as speaking in turn and using appropriate tone
- distinguish between work that can be done most effectively by individuals and that which calls for group work
- take part in making the rules for group work

ATTITUDE OBJECTIVES

The student will be encouraged to develop:

- appreciation for how Canada's interaction with the United States, England and France has contributed to and affected our way of life.

GRADE 5 TOPIC C: CANANDA'S LINK WITH OTHER COUNTRIES

RESOURCES

Learning resources are in the process of being identified for this topic.

See Learning Resources, page 43.

SAMPLE UNIT

GRADE 5 TOPIC C: CANADA'S LINK WITH OTHER COUNTRIES

Learning resources are in the process of being identified for this topic.

The following sample unit is one way to approach the teaching of this topic. The mandatory objectives of the topic will be met if the developmental activities are used as suggested. The sample unit is set up as a sequential series of lessons.

The developmental activities can be expanded, modified or replaced with other activities. When substituting activities or developing one's own unit of study, it is important that the activities selected meet the objectives. Practice and review activities as well as evaluation must be developed by the teacher because these are not built into the sample unit.

PART 1: WHAT LINKED ENGLAND AND FRANCE WITH CANADA AND UNITED STATES IN THE EXPLORATION AND SETTLEMENT PERIOD? (PROBLEM-SOLVING STRATEGY)

ESTIMATED TIME:	6-8 (30 minute) periods
RESOURCES:	Atlases Wall Map of World

KNOWLEDGE OBJECTIVES

Generalization

Exploration and settlement of different areas of North America resulted in links being established with England and France.

Concepts

Links

Related Facts and Content

Regions explored and settled by the English and French in North America.

Reasons for exploration and settlement
- profit
- expansion/land claims
- trade
- competition for land/riches

Links that existed between England and France and the regions settled; and between France and the regions settled such as:
- language
- exchange of goods and services
- exchange of ideas (values/beliefs)
- food
- clothing
- crafts/leisure

SKILL OBJECTIVES

Process Skills

- Organize information gathered in a chart and or graph.
- Use symbols, legends and common abbreviations in an atlas, to locate places under study.
- Identify, locate and label England, France and United States relative to Canada on different types of maps.
- Plot information on maps, such as areas of exploration and settlement.
- Use maps and globes to explain geographic setting of historical and current events.
- Gather information about the same area country using two or more different maps.
- Identify how England, France and the United States have contributed to our way of life.

Communication Skills

- Take notes in point form collected from various sources; oral, written or viewed presentation.

Participation Skills

- Observe the courtesies of group discussion, such as speaking in turn and using appropriate tone.
- Distinguish between work that can be done most effectively by individuals and that which calls for group work.
- Take part in making the rules for group work.
- Contribute to various functions of group work as recorder, spokesperson, leader.

Problem-Solving Strategy

- Understand the question problem.
- Develop research questions and procedures.
- Gather, organize and interpret information.
- Develop a conclusion/solution.

ATTITUDE OBJECTIVES

Appreciation for how Canada's interaction with the United States, England and France has contributed to and affected our way of life.

DEVELOPMENTAL ACTIVITIES

Understand the question

WHAT LINKED ENGLAND AND FRANCE WITH CANADA AND UNITED STATES IN THE EXPLORATION AND SETTLEMENT PERIOD?

- Say: It is predicted that in the future, people will not be vacationing in the Okanagan, Disneyland or Hawaii but will be vacationing on other planets. Imagine that you have vacationed on another planet and now you are moving there. This planet has its own inhabitants (natives) but is encouraging newcomers to move there. Think about what you would take with you.

  Have students working in groups, brainstorm a list of what they would take with them if they were moving. When students have generated a substantial list, have the groups share some of their ideas.

- As a class, have students focus on ideas or things that they may take that are not material things; e.g., things that cannot be packed in a suitcase but are part of our way of life. A story or a scenario about an immigrant family or reference to new immigrants to our country may help students generate other ideas; e.g., language, recipes of favourite foods, beliefs such as honesty, favourite games, favourite sports. Following the discussion, have students return to their groups to generate additional ideas.

On completion, have groups share their ideas. Discuss how the items in the list could be grouped. As a class, generate names for different categories.

e.g., food
clothing
sports
beliefs
crafts
language

Explain that the categories generated could be called links with the mother country and that we will be studying about the links Canada has with England, France and United States.

- Working in the same groups have students categorize the ideas listed.

  On completion, have groups share the ideas in each category. Record the students' ideas on a wall chart for reference throughout the unit.

- Explain that as we would take things with us if we moved so did the explorers and settlers we studied in Topic 5B Early Canada: Exploration and Settlement. Explorers brought ideas and things with them to the lands they explored. Settlers also brought their way of life to the areas settled. These ideas and things were shared with the Natives of the land.

Gather, organize and interpret information

- Focus students on the categories of links on the wall chart. Say: In Topic 5B, we studied about the explorers and settlers that came to Canada. Think about some of the things they brought with them.

  As students share their ideas, record these on a wall chart or mind map.

LINKS WITH ENGLAND	LINK WITH FRANCE
English language	French language
Fur trade – beaver pelts made into hats	
Trade of goods – beads , tobacco, pots, axes	Trade of goods – beads , tobacco, pots, axes

- Using an atlas or wall map, have students locate the following:

  England United States
  France Canada

  On an outline map of the world, have students identify and name the above countries.

  Using maps that show exploration and settlement, have students identify what areas in North America were explored and settled by the British and French. Have students add this information to their outline map of the world. A map legend should be developed to accompany the map.

- Discuss:
  Why do people explore today?
  Why did people explore long ago?
  Why do people move to live in other countries today?
  Why did people settle in Canada and United States long ago?

  Have students research reasons for British and French exploration and settlement. On completion, have students share their findings.

- Using learning resources used in Topic 5B, have groups of students gather information on examples of specific links the explorers and settlers had with their mother country, England or France. Stress that information may be difficult to find because it is not always stated but students will have read between the lines. Using materials available, provide students with several practice exercises using written passages and picture studies. If students encounter difficulty, this could become a guided exercise instead of a group activity.

  Information can be organized into lists, charts, mind maps or a map. On an outline map of the world, students can show the exchange by drawing pictures to show what came to North America and what went to England and France. Because this is an extension of Topic 5B, the exercise should take 2–3 (30 minute) periods.

  Examples of guided exercises that can be used to have students identify specific examples of links.
  - Show a filmstrip on explorers and/or settlers.
  - Have students examine several selected study prints or pictures in a text.
  - Have students read specifically selected passages in different texts.
  - Read or have students read stories about explorers and/or settlers.

  On completion, have students share their findings. Add the ideas to the wall chart or mind map.

Develop a conclusion/solution

- Review what links are. Emphasize that when two things are joined, sharing can occur in both directions. For example, the fur traders traded pots, beads and axes for beaver pelts. In England the beaver pelts were made into hats.

- Have each student list two links that the English and French settlers and explorers established with regions explored in North America. On completion, have a sharing session. Discuss which examples of links show a two-way exchange.

- Working with a partner, have students list two historical examples of links that still exist today. Have students share their ideas with the class.

- Post the following on the board or bulletin board: How England and France contributed to Our Way of Life. Have each student draw a picture to show an English contribution and picture to show a French contribution to our way of life. Each picture should be accompanied by a brief explanation. The drawings can be compiled to make a class book.

PART 2: WHAT LINKS EXIST BETWEEN CANADA AND THE OTHER COUNTRIES? (PROBLEM-SOLVING STRATEGY)

ESTIMATED TIME: 20-26 (30 minute) periods

RESOURCES:

KNOWLEDGE OBJECTIVES

Generalization

Interaction between Canada and other countries (United States, France, England) influences our way of life.

Concepts

Interaction

Influence

Related Facts and Content

Links that exist such as:

- language
- exchange of goods and services
- exchange of ideas (values beliefs)
- fine arts (movies, music, art)
- food
- clothing
- sports
- media
- leisure
- tourism

SKILL OBJECTIVES

Process Skills

Recognize the differences in purpose and coverage, select pertinent information from different magazines, newspapers, pamphlets and or television.

Identify which source of information is more acceptable, stating reasons for choice.

Gather information by conducting an interview or survey.

- plan procedures, rules of behaviour, questions to be asked and or things to listen for when conducting a survey interview
- record, summarize and evaluate information collected
- draw inferences from information collected
- evaluate the planning and enactment of the survey

Organize information gathered in a chart and or graph.

Compare information on a topic drawn from two or more sources to recognize agreement or contradiction.

Distinguish between fact and fiction.

Use symbols, legends and common abbreviations in an atlas, to locate places under study.

Analyze how our lives are influenced by Canada's interaction with a specific country.

Communication Skills
  Write a simple report from notes and/or a student and teacher generated outline.
Participation Skills
  Observe the courtesies of group discussion, such as speaking in turn and using appropriate tone.
  Take part in making the rules for group work.
Problem-Solving Strategy
  Understand the question/problem.
  Develop research questions and procedures.
  Gather, organize and interpret information.
  Develop a conclusion/solution.

ATTITUDE OBJECTIVE

Appreciation for how Canada's interaction with the United States, England and France has contributed to and affected our way of life.

DEVELOPMENTAL ACTIVITIES

Understand the question

WHAT LINKS EXIST BETWEEN CANADA AND THE OTHER COUNTRIES?

- **Concept of Interaction**—Write the word interaction on the blackboard. Have students speculate as to what it might mean by examining the word in parts.

  Write the definition on the board (people sharing some activity in such a way that they have an effect on each other).

  Discuss:
    Are we interacting right now?
    Does what I do affect you? How?
    Do your actions affect me? In what ways?

  Have students explain why the following are examples of interaction.
  - two students playing a game
  - a group of students making a chart
  - a family having dinner
  - boys playing hockey
  - people watching a hockey game

- Working in pairs or groups have students generate examples of interaction in the following areas:
  - in school
  - at home or with family
  - between friends
  - between enemies

  On completion, while students share their examples, have the remainder of the class explain why these are examples of interaction. Explain that another word for act on each other is influence each other.

- Working in pairs or groups, have students role play an example of interaction while the class identifies what is happening.

- Stress that interaction may lead to competition or conflict; e.g., hockey teams battling for a championship or children fighting. Have students generate examples of interaction that exemplify cooperation and conflict.

- Have students respond to a questionnaire similar to the one below.

List your favourite:

Television Show______________________________
Actor or Actress______________________________
Singer___________________________________
Food____________________________________
Model of Car_______________________________
Vacation Spot_______________________________
Hockey Team________________________________

On completion, name the country of origin. Students may need considerable help with this.

Discuss:
What does this information tell us?
What links do we have with these countries?

- As a homework assignment, have students search for 15 items made in United States, France and/or England.

Name of Item	Country of Origin

After the information is gathered, discuss:
According to the information we gathered, from which do we get most of our goods? Why?
From which country do we get the fewest? Why?
When we studied early Canada, how were links different? Why?

- Before starting research, identify links that students are familiar with. Focus on links between Canada and one other country (United States, England, France) at a time. Information generated by students can be made into a wall chart so that information can be added as it is researched.

e.g., CANADA'S LINKS WITH OTHER COUNTRIES

LINK	UNITED STATES	ENGLAND	FRANCE

Develop research procedures

- Have students suggest where information on links might be found.

e.g.,	magazine	books
	films	filmstrips
	newspapers	consulate
	television/radio	resource people

Gather, organize and interpret information

In this section, students will discover the links we have with England, France and United States by working in centres. Suggestions for different centres as well as task cards are provided on pages 272–278. Not all task cards need to be done. The task cards selected will depend on what learning resources are available and what the needs of the students are. Each learning centre is based on one example of a link. Some of the task card activities may take longer than others which needs to be considered in the organization; e.g., some task cards may be combined into one centre, some may be omitted, new task cards added.

One or more of the centre activities can be developed as a whole class activity or students can move directly into centre work. See Learning Centres, pages 80–84.

- **Daily Focus on Links**—As students work through the learning centres, use one or a combination of the activities suggested below to focus on the new learnings at the end of a social studies class.
  – Provide each group with a chart. At the end of a period, have each group record what they learned about links. Information would be added to this chart on a daily basis.
  – At the end of the period, have students share what they learned about links. This can be a sharing with the whole class or with a student in a different group.
  – Have students record what they learned about links in a daily journal.

- **Interview**—Invite a person who has lived in United States, Britain or France to speak to your class. If available, invite individuals who have lived in each of the above countries. As a class, prepare a list of questions to ask the guest. Remember the focus is on links.

  Decide who will do the following tasks:
  Welcome the visitor.
  Ask the questions.
  Record the responses.
  Thank the guest.

  Carry out the interview.

  Discuss:
  What interesting information did the guest share?
  How are links developed through people (friends and relatives)?

Develop a conclusion/solution

- On a think pad, (see page 93) have students list two links Canada has with each of the following countries: England, France and United States.

  Have students share their ideas. Add the ideas to the wall chart begun by the teacher.

- Discuss:
  With which country do we probably share the most links? Why?
  With which country do we share the fewest links? Why?
  How are these links different from those shared in Canada's exploration and settlement period? Why?

- Explain that different people and groups of people in Canada share different links. As you share the following passages, have students identify the link and how it may be different from that shared by others.
  – Lisa lived in England when she was a little girl. As a young adult, she moved to Canada and made her home in Hinton. She missed her friends and community so she continued to subscribe to several of the local newspapers from her home town in England.
  – Melvin grew up in Florida. When he graduated from engineering, he found a job in Fort McMurray. He made many new friends in Fort McMurray but he missed the southern sun. Anytime he had enough money saved, he flew to Florida to visit friends and family as well as enjoy the warm weather.
  – Elaine lives in Morinville, a French community. She speaks French at home and attends a French school. For birthdays and Christmas, Elaine receives books written in French that are published in France.

  Have students generate additional examples of links that individuals or groups may maintain.

SUGGESTED IDEAS FOR LEARNING CENTRES

Centre One: Magazines, Newspapers and Books

Task Card One

- Select one of the following activities:
  - Make a list of magazines and/or newspapers your family receives.
  - Make a list of magazines and/or newspapers the school library receives.

- Beside each magazine or newspaper name the country in which it was published.

Task Card Two

- Survey your own family and three others in your neighbourhood or survey a local store to find out what newspapers or magazines the families/individuals receive and the country in which it was published. Explain the purpose of the exercise to whomever you survey before requesting information. Use the chart provided at your centre to record your information.

- Make a graph to show your survey results.

- As a group, discuss:
  According to our survey, from which country do most of our newspapers come? Magazines? Why?
  Why is there a difference in the country of origin of newspapers and magazines?
  From which country do the fewest newspapers come? Magazines? Why?
  How might what we have learned affect us?

Sample Survey Chart

NEWSPAPER AND MAGAZINE SURVEY

COUNTRY OF ORIGIN	MY FAMILY	FAMILY #1	FAMILY #2	FAMILY #3
Canada	e.g., Village Herald (N) County News (N)			
United States	Nature News (M)			
England				
France				
Other				

Survey Totals

Newspapers
Canada ______
United States ______
England ______
France ______
Other ______

Magazines
Canada ______
United States ______
England ______
France ______
Other ______

Task Card Three

- As a group, select 20 books.
  e.g., library books
  social studies books
  mathematics books
  health books
  readers
- Beside the title of each book, list the country in which it was published.
- As a group, discuss:
  According to our survey, in what country are most of our books published?
  How do magazines, books and newspapers link Canadians to other countries?
  With which country do we share closer links? Why?

Centre Two: Television/Video Viewing Diary

Have students monitor their television and video viewing for several days. They have to record the title of the program and the name of the country of production. Credits are given at the end of the program. Parents can also be a source of information.

	Day One	Day Two	Day Three
Canadian Programs			
American Programs			
British Programs			
French Programs			
Other Countries			

Total for the week

Canadian Programs ________
American Programs ________
British Programs ________
French Programs ________
Other Countries ________

Task Card One

- Bring your diary of television and video viewing.
- If you were unable to identify the country in which the program was produced, discuss these with your group members.
- Draw a graph (bar, circle, pictograph, line) to show your results.
- As a group, discuss the following questions:
  According to our survey, which country produces most of the television shows you watch?
  Why do you think we watch mostly programs produced in United States?
  Which country produces the least number of shows you watch? Why?
  What would be your reaction if you were not allowed to watch any American programs on television? Why would you react this way?
- Answer the above questions in your notebooks.

Task Card Two

Country of Origin of New Feature Films Distributed in Canada, 1983

COUNTRY	NUMBER	% OF TOTAL
Canada	69	14.6
France	88	18.6
Germany	9	1.9
United Kingdom	12	2.5
India	4	0.8
Italy	27	5.7
United States	256	54.0
Other	9	1.9

[1]Canada Year Book, 1988

As a group, discuss:
What is meant by feature films?
How are these different from regular television viewing?
From which countries have you viewed films?
From which country do we get the most feature films?
Do we get more from France or the United Kingdom?
Is this information the same or different from what you collected? Why?
Which source of information might be more accurate? Why?

Task Card Three

Our way of life may be influenced by what we see on television.

- List five examples of how our life can be influenced by what we see on television.
- Share your examples with the rest of the group.
- As a group, discuss:
  What are the advantages of being influenced by television?
  What are the disadvantages of being influenced by television?
- In your notebooks, explain how we are influenced by television and whether this is a problem.

Centre Three: Food

Task Card

- At your station are 20 cards that name different foods. Work together to identify from which country the food comes or in which country the recipe originated. Use the following groups:

  Canada
  United States
  France
  England
  Other

  Use the answer card to check your groupings.

- Find other examples of foods or recipes for foods that come from United States, England or France.

Centre Four: Language

Task Card

- At your station are 25 word cards. In your notebook, identify the country of origin for each word. Use your dictionary to help you.
  e.g.,

ENGLAND	FRANCE	UNITED STATES	CANADA
cricket	croissant		snowmobile
secret	television		

- As a group, locate and add five additional words to your chart.
- Explain in your notebooks how language links people.

Centre Five: Literature

Task Card

- At your station are four stories. Read them as a group.
- Identify the country of origin: England, France, United States or Canada.

  Use the answer card to check your responses.
- Use your library to find two stories or legends that originally come from England, France or United States. Share one of these with a friend.
- In your notebooks, explain how literature (stories) links us with other countries.

Centre Six: Tourism

Task Card One

- Work as a group. On an outline map of the world, place a dot to show which places you have visited on holidays.
- Share your map with the rest of the group.

  Discuss: Where do most of us go for holidays?
- List three places you would like go for a holiday. Share these with the group members.

  Discuss: In which country do most of you want to travel? Why?

Task Card Two

- Using the travel brochures at your centre, make a list of tourist attractions in Canada.
- In your notebooks, describe what attracts tourists to Canada.

Centre Seven: Current Affairs

Task Card

- Using newspapers and magazines, find articles that show links between Canada and United States, England or France.
- Share the article with your group.

  In your notebook, using the information in the article, explain how Canada is linked with other countries.

Centre Eight: Olympics

The following centre could be extended to include the Commonwealth and Francophone Games.

Task Card One

- Working with a partner, use the resources at your centre to answer the following questions:
  What are the Olympics?
  When were the first Olympics held?
  What is the purpose of the Olympics?
  Which countries can send athletes to the Olympics?
  Where were the last Olympics held?
  Where will the next Olympics be held?
  How do Olympics link Canada with other countries?
- Share your information with others in your group.

Task Card Two

- Name two or more Olympic athletes from Canada, England, France and United States.
- Choose one athlete to research. Write a paragraph describing his/her achievements.

Task Card Three

- View a video, film or book on the Olympics.
- Imagine being at the Olympics or participating at the Olympics. Draw a mind map to show the links that may develop.

Centre Nine: Hockey

Although hockey was chosen, the centre could be based on curling, baseball, lacrosse, football or track and field. Information for this centre can be obtained from your nearest NHL hockey team.

Task Card One

- Using an atlas and an outline map of Canada, locate and name the cities that have an NHL team.
- Using an atlas and an outline map of United States, locate and name the cities that have an NHL team.
- As a group, discuss:
  Which country has more teams?
  Where are most of the teams located? Why?
  From which country do you think most hockey players come?

Task Card Two

- Working in pairs, choose one Canadian and one American NHL team. For each team list the players and the players' country of origin.
- Discuss:
  From where do most players come? Why?

Player	Country of Origin

Task Card Three

- Choose one hockey player to research.
- In your notebook:
  Describe two or more interesting facts about him.
  Explain how hockey links us to other countries.

PART 3: HOW HAS THE INTERACTION BETWEEN CANADA AND THE OTHER COUNTRIES AFFECTED OUR WAY OF LIFE? (PROBLEM–SOLVING STRATEGY)

ESTIMATED TIME: 6–8 (30 minute) periods

RESOURCES:

KNOWLEDGE OBJECTIVES

Generalization

Interaction between Canada and other countries (United States, France, England) influences our way of life.

Concepts

Influence
Interaction

SKILL OBJECTIVES

Process Skills

Analyze how our lives are influenced by Canada's interactions with a specific country.

Communication Skills

Complete a simple outline as a data gathering procedure.

Problem–Solving Strategy

Understand the question/problem.
Develop research questions and procedures.
Gather, organize and interpret information.
Develop a conclusion/solution.

ATTITUDE OBJECTIVES

Appreciation for how Canada's interaction with the United States, England and France has contributed to and affected our way of life.

DEVELOPMENTAL ACTIVITIES

Understand the question

HOW HAS THE INTERACTION BETWEEN CANADA AND THE OTHER COUNTRIES AFFECTED OUR WAY OF LIFE?

- Review what is meant by interaction and way of life.

Gather, organize and interpret information

- Collect 15 photographs showing various aspects of life in Canada: e.g., farming, groups of people, buildings, scenery, sports, clothing.

  Have students number a think pad 1–15. As you show a picture, have students indicate using an X whether the picture applies to Canada, United States, France or England. If it applies to two countries, have them place Xs in the appropriate boxes.

  Do a survey of the students' responses to get a class overview of the responses. Inform the students that all the pictures are of Canada. Discuss why some students thought that the pictures were of Canada.

Picture	Canada	United States	England	France
1				
2				
3				

- Working in groups, have students discuss the similarities and differences between Canada and the other countries.
  On completion, have groups share their ideas. Discuss why so many similarities exist.

- Use a variety of magazine articles, newspapers, filmstrips or films to review how interaction can affect our lifestyle; e.g., links through the Commonwealth, Francophone, Olympics, sharing of ideas, sharing of technology, tourism, trading, music. Any combination of the following activities can be used to develop this section. In each case, have students identify and record the link and how the link affects our way of life.

  - Read a newspaper or magazine article.
  - Have information recorded on audiotapes or charts.
  - Show films or filmstrips.

  Information gathered can be organized into an outline.
  e.g.,
  I. Name of Link
    A. How it affects our lifestyle?
    B.

  II. Name of Link
    A. How it affects our lifestyle?
    B.

Develop a conclusion/solution

- Have each student draw a picture, write a jingle or prepare a skit to show how our lifestyle is affected through interaction.

- Have the students share their ideas.

PART 4: SHOULD WE STRENGTHEN OR LESSEN OUR LINKS WITH OTHER COUNTRIES? (DECISION-MAKING STRATEGY)

ESTIMATED TIME: 4-6 (30 mintue) periods

RESOURCES:

KNOWLEDGE OBJECTIVES

Generalization

There are advantages and disadvantages to interaction with other countries.

Related Facts and Content

Benefits derived through interaction such as:

- sharing of ideas
- sharing of technology
- meet to discuss problems
- cooperate on projects
- plan activities
- greater variety of choices

Disadvantages of interaction such as:

- becoming too dependent on others for ideas, goods and services
- increasing uniformity and lessening diversity

SKILLS OBJECTIVES

Process Skills

Draw conclusions about the advantages and disadvantages of interacting with other countries.

Communication Skills

Write an editorial stating a point of view on our links with another country.

Decision-making Strategies

Understand the issue.
Gather, organize and interpret information.
Think of alternatives.
Make a choice.
Take action (if feasible and desirable).

ATTITUDE OBJECTIVES

Appreciation for how Canada's interaction with the United States, England and France has contributed to and affected our way of life.

DEVELOPMENTAL ACTIVITIES

Understand the question

SHOULD WE STRENGTHEN OR LESSEN OUR LINKS WITH OTHER COUNTRIES?

- Focus students on the wall chart which shows the various links.

Gather, organize and interpret information

- Take one link; e.g., newspapers, television, magazines, sports, sharing of ideas and discuss the advantages and the disadvantages of maintaining links with United States, England and France.

- Divide the class into groups. Assign each group member a specific task; e.g., recorder, spokesperson, encourager, leader. (See Cooperative Learning, pages 86–90). Have each group take one link and discuss the advantages and disadvantages. The group ideas can be recorded on a PMI Model (see page 20). These can be made into charts and displayed.

  On completion, have groups share their ideas.

Think of alternatives

- Have students focus on the larger issue, Should we strengthen or lessen our links with other countries?

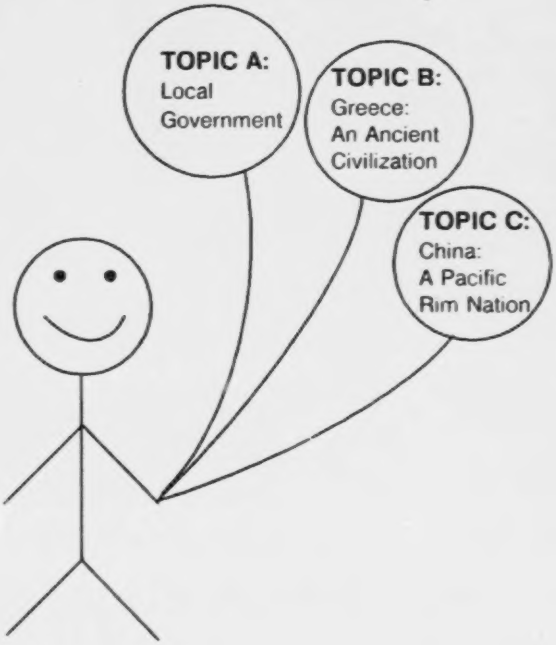
  Using information gathered during the unit on specific links, have students share their ideas. Record the ideas shared.

Make a choice

- Have each student write an editorial on whether we should strengthen or lessen our links with other countries..

  On completion, several editorials can be shared with the class or with partners.

GRADE SIX SOCIAL STUDIES



The **Grade Six** Social Studies Program expands the students' understanding of basic needs. In Topic A the focus is on how individual and societal needs are met by local government with an emphasis on the individual's role as a responsible citizen. In Topic B the focus is on how people in ancient civilizations met their basic needs and how learning from history can be applied to our understanding of the fundamental roots of Western civilization. In Topic C the intent is to develop an awareness of Chinese culture and promote an understanding of how other people meet their needs in a contemporary society.

GRADE 5

FOCUS: CANADA, OUR COUNTRY

TOPIC A: Canada: Its Geography and People

TOPIC B: Early Canada: Exploration and Settlement

TOPIC C: Canada's Links with Other Countries

In **Grade Five**, students will investigate the geography and history of Canada as well as its present-day links with the United States, England and France.

GRADE 7

FOCUS: PEOPLE AND THEIR CULTURE

TOPIC A: Culture

TOPIC B: Cultural Transition: A case study of Japan

TOPIC C: Canada: A Multi-Cultural Society

In **Grade Seven**, students will examine culture, and investigate the culture in another society as well as the many cultures of Canada.

The Social Studies Program consists of attitude, knowledge and skill objectives. Social studies provides the context and content in which important attitudes and skills are developed.

The objectives that are in shaded boxes and standard print are mandatory (pages 292–294, 322–324 and 350–352). The italicized print is not mandatory but serves as a further explanation of the objectives. The objectives are followed by a sample unit for each topic. **The activities selected to develop the objectives for the topic are suggestions only**. The activities can be modified and/or replaced to meet the needs of the students, or teachers can develop their own units.

INQUIRY

Inquiry skills are developed by providing students with many experiences in problem solving and decision making within a grade. Each topic includes questions that range from those that have a solution based on the available evidence to those that are issues. The list of questions and issues is not intended to be inclusive. The success of inquiry is enhanced by selecting questions and issues that are concrete, relevant, meaningful and of interest to students. Inquiry can be teacher or student generated.

The following two strategies can be expanded, modified or combined to suit specific topics, resources and student maturity.

PROBLEM SOLVING STRATEGY

Understand the question/problem
  What is the question/problem?
  What are we looking for?

Develop research questions and procedures
  What do we know?
  What do we need to find out?
  Where can we find the information?

Gather, organize and interpret information
  How can we organize the information?
  What is the information gathered telling me/us?

Develop conclusion/solution
  What have we learned?
  What conclusions can be drawn?

DECISION-MAKING STRATEGY

Understand the issue/problem
  What is the issue/problem?
  What are we looking for?

Develop research questions and procedures
  What do we know?
  What do we need to find out?
  Where can we find the information?

Gather, organize and interpret information
  How can we organize the information?
  What is the information gathered telling me/us?

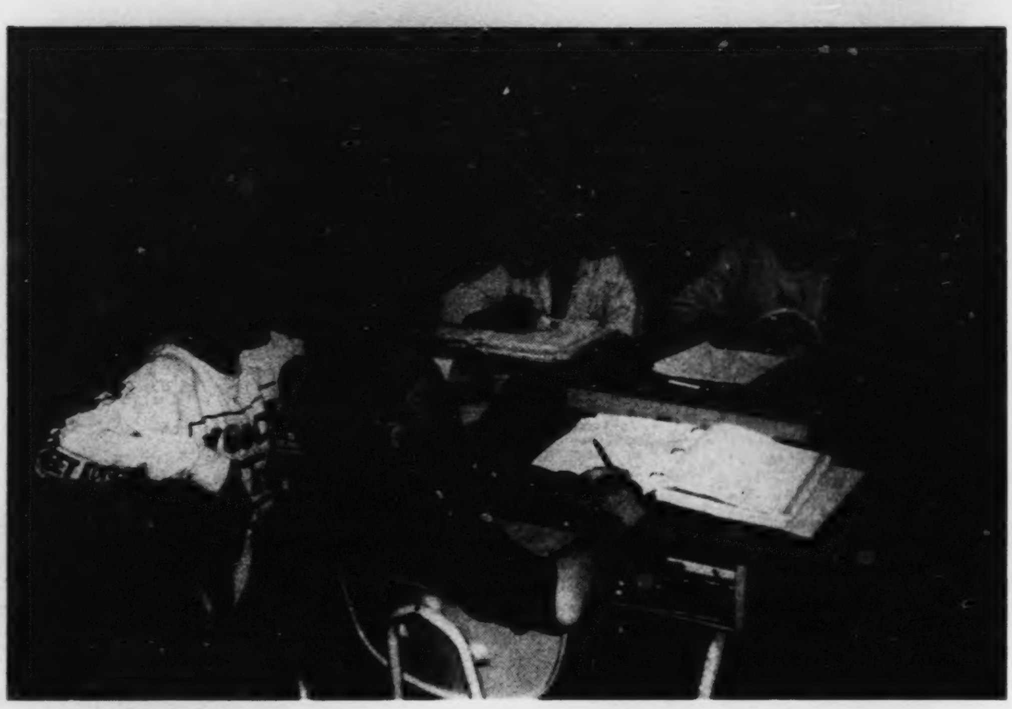
Think of alternatives
  What choices do I/we have?
  What are the advantages and disadvantages of each choice?

Make a choice
  What is my/our choices?
  Why is this my/our choice?
  What is the reason(s) for my/our choice?

Take action (if feasible and desirable)
  What can we do? Do it.
  Was that a good thing to do? Why or why not?
  Was this a good way to examine our issue? Why or why not?

For more detailed information regarding inquiry, refer to pages 6–21.

For more detailed information regarding skills, refer to the Social Studies Skill Development Chart on pages 48–61.



GRADE 6

FOCUS: MEETING HUMAN NEEDS

TOPIC A

LOCAL GOVERNMENT

The study focuses on the involvement of the individual at the different levels of government and an awareness of the needs met by the local, provincial and federal governments. The emphasis will be on local government as well as other examples of municipal governments in Alberta. The major emphasis should be placed on the rights of citizens and their responsibilities to others when exercising those rights. The intent of this study is to develop an understanding of how individual and societal needs are met by local government, as well as to become aware of an individual's role as a responsible citizen.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. **Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies.** Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions:
What are basic human needs? Your needs? How can a government help meet these?
Which of your needs are being met by local government?
How can I be actively involved in local government, as a student and as an adult (e.g., student government in school)?
What current issue is being debated locally? How can our local government resolve it?

Issues:
How well is the local government meeting your needs (e.g., water supply, mosquito control, school, library, police, fire department, rapid transit, disaster services)?
How much responsibility should local government assume for satisfying the needs of citizens (e.g., recreation facilities, schools, library, police, fire, telephones, transportation)?
Why should we become involved in local government?
Should children have the same rights and responsibilities as adults?
Should Canadians be forced to vote in elections?

KNOWLEDGE OBJECTIVES The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION – **An individual has responsibilities and rights as a citizen, which begin at the local level.**

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Canadians organize themselves through three levels of government to meet some of their needs.	needs – *the physical, social and psychological needs essential to life* government – *people working together to satisfy some of their needs*	• levels of government; local, provincial and federal • leaders of the provincial and federal governments • difference between needs met by families and by governments (public services); e.g., schools, libraries, swimming pools • differences in needs met by the local, provincial and federal governments

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
		• how people organize themselves at the local level to meet needs not met by the governments (e.g., form a wheelchair basketball club, build a church, print a local newspaper, form a hockey club, build a cultural centre) • political decisions form basis of by-laws and laws • how governments raise money to meet needs
The major responsibility of a local government is to deal with issues and concerns of the local community.	local government – *the level of government that looks after the needs of the immediate community; e.g., county, city, town.*	• needs of individuals met by local government (e.g., police and fire protection, roads, schools, libraries, water and sanitation, parks and recreation) • ways local government resolves issues (e.g., surveys, consulting, by-laws, taxes) • different positions and roles of officials in a local government • how individuals can contribute to and participate in local government by voting, attending meetings, initiating or supporting petitions
In a democracy, citizens have rights and responsibilities.	democracy – *decisions are made by the majority while respecting the rights of minority* rights – *that which is fair or just for individuals and groups* responsibilities – *the duties of an individual in society* lobby groups – *a group that tries to influence political decisions*	• democracy allows and needs people to take part in government (voting, petitions, meetings, special interest (lobby) groups) • the election process operates at all levels of government • differences between rights and responsibilities of citizens (e.g., right: freedom of speech; responsibility: obeying laws, paying taxes) • lobby groups can exert power on elected officials and influence decisions (e.g., petition, write letters, meetings) • some of the difficulties faced by political representatives in trying to provide appropriate levels of service (e.g., making unpopular decisions, taking a stand on controversial issues)

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- identify possible sources and identify which source of information is more acceptable, stating reasons for choice

- acquire information from a variety of sources: newspapers, news broadcasts, magazines and pamphlets recognizing the differences in purpose and coverage
- distinguish between fact and opinion
- gather information through interviews, field studies or surveys
  - plan procedures, rules of behaviour, questions to be asked, and things to watch/listen for on a field study, survey and/or interview
  - evaluate the planning and enactment of the field study, survey and/or interview
  - record, summarize and evaluate information from field study, survey and/or interview
- organize information gathered into a chart, diagram or graph

Geography/Mapping

- on a map of Canada, locate the site of own local government, twelve provincial/territorial governments and Canada's federal government
- on a map, locate the boundaries of own local, provincial and federal jurisdictions
- compare maps of different areas to show that smaller scales must be used to map larger areas
- compute the distances between points on maps of different scale

Analyzing/Synthesizing/Evaluating

- analyze examples of how lobby groups influence government decision
- analyze how government action can affect the people, both positively and negatively (e.g., saves public money, reduces service to some people)
- analyze examples of how well local government is meeting needs
- draw conclusions about rights and responsibilities of citizens

COMMUNICATION SKILLS

- take notes on an oral presentation (e.g., interview, speech, film)
- summarize information from a variety of sources
- use prepared notes in presenting an oral report (e.g., responsible citizenship) recognizing the use of main idea and sequencing
- write a simple report from notes and/or a student and teacher generated outline; support main idea with appropriate detail

PARTICIPATION SKILLS

- demonstrate respect for the rights and opinions of others
- participate in a small group discussion or activity by following established rules
- debate a local concern by using parliamentary procedures
- participate in a simulation of the parliamentary procedure (e.g., a simulation of a concern resulting in passage of by-law)
- plan, carry out and evaluate an action that would demonstrate responsible citizenship

ATTITUDE OBJECTIVES

The student will be encouraged to develop:

- self-confidence, by being able to participate effectively in classroom and school decision-making processes and by being able to offer constructive criticism
- respect for the democratic process as a means to meet needs
- respect for opinions and rights of others
- responsibility for one's own actions
- satisfaction in exercising one's role as a citizen
- appreciation and respect for the efforts of political representatives

GRADE 6 TOPIC A: LOCAL GOVERNMENT

RESOURCES

Basic

Politics and You (Nelson Canada) 1985 Student Text and Teacher Guide

This 91–page student text examines politics and government from the classroom and local government levels, to the provincial and federal levels. Throughout, the text encourages application of acquired knowledge and skills to issues of concern to the students. Questions and activities follow each chapter, with the emphasis of the text being on activities and involvement in real life political problems. Chapters are very readable using familiar situations with which the students can identify. Recommend purchase of half a class set to a complete class set.

The teacher's guide contains useful background information about the different levels of government and functioning of the political process.

The Structure of Government Kit (Globe Modern) 1981

Provides a good introduction to government in Canada. The kit consists of a teacher's guide and four sound filmstrips entitled:

What is government?
How do you form your government?
Who are the leaders of your government?
How do your governments work?

Working for Canadians (Prentice Hall) 1979

The major themes are:

What is government?
How do you form your governments?
Who are the leaders of your government?
How do your governments work?

The format is clear and easy to follow. Multiple copies, for group work, would be desirable.

The Winds of Change, Indian Government (Reidmore Books) 1988

The book describes how an Indian Reserve (Kehewin) is governed today and how Indian people governed themselves in the past. Several copies of the book would facilitate group work or research of this particular case study.

Recommended

Here's How It Happens, How Governments Work In Canada (Gage) 1978

The book focuses on the structure and function of local, provincial and federal government in Canada. Three chapters are presented in narrative style with sections devoted to formal explanations of government at a particular level. The purchase of several copies would facilitate group work or research.

Working for Canadian, Teacher's Manual (Prentice Hall) 1979

Basic Concepts in Social Studies Kit (Learning Corporation of America) 1972

The kit consists of four filmstrips with cartoon visuals, four audio cassette tapes and a teacher's guide. The program shows how political and cultural practices grow out of individual needs and desires. The concepts of laws, taxation and elections are developed.

Responsibility Towards Animals – Cinnamon's Story (Access Video) 1984

Dramatizes a case study of animal neglect. Shows how societal needs are met through protection laws. Available from:

ACCESS Network
Media Resource Centre
295 Midpark Way S.E.
Calgary, Alberta
T2X 2A8
1-800-352-8293

Supplementary

The Park That Kids Built (Gordon Watt Films) 1982

Describes how a class of students developed and carried out a plan to clean up and turn a neighbourhood parking lot into a playground. Based on a true situation, it shows how the students raised money and gained support of the local community.

See Learning Resources, page 42.

SAMPLE UNIT

GRADE 6 TOPIC A: LOCAL GOVERNMENT

The following sample unit is one way to approach the teaching of this topic. The mandatory objectives of this topic will be met if the developmental activities are used as suggested. The sample unit is set up as a sequential series of lessons.

The developmental activities can be expanded, modified or replaced with other activities. When substituting activities or developing one's own unit of study, it is important that the activities selected meet the objectives of the topic. Practice and review activities, as well as evaluation, must be developed by the teacher as these are not built into the sample units.

PART 1: HOW DOES A LOCAL GOVERNMENT RESOLVE ISSUES? (PROBLEM-SOLVING STRATEGY)

ESTIMATED TIME:	10 (30 minute) periods
RESOURCES:	*Politics and You*, pages 54-63, 86-91 *Working for Canadians*, pages 18-45, 48, 56, 59 *The Winds of Change*, pages 47-51 *Here's How It Happens*, pages 3-24 *What is Government?* filmstrip from the The Structure of Government Kit

KNOWLEDGE OBJECTIVES

Generalization

The major responsibility of a local government is to deal with issues and concerns of the local community.

Concepts

Local government.

Related Facts and Specifics

Ways local government resolves issues (e.g., surveys, consulting, by-laws, taxes).
Different positions and roles of officials in a local government.
Political decisions form basis of by-laws and laws.
How governments raise money to meet needs.

SKILL OBJECTIVES

Process Skills

Acquire information from a variety of sources; newspapers, news broadcasts, magazines and pamphlets recognizing the differences in purpose and coverage.

Analyze how government action can affect the people, both positively and negatively (e.g., saves public money, reduces service to some people).

Communication Skills

Write a report from notes and/or a student and teacher generated outline; support main idea with appropriate detail.

Problem-Solving Strategy
    Understand the question/problem.
    Develop research questions and procedures.
    Gather, organize and interpret information.
    Develop a conclusion/solution.

ATTITUDE OBJECTIVES

Respect for the democratic process as a means to meet needs.

DEVELOPMENTAL ACTIVITIES

1. Understand the question

HOW DOES LOCAL GOVERNMENT RESOLVE ISSUES?

- Discuss:
  Would you like to have a say in making classroom decisions? Why?
  What are some ways that this could be done?

  If students have not supplied the suggestion "set up a council or student government," ask how their parents and other adults have some say in how decisions are made locally, provincially and federally.

- Brainstorm issues of local concern.
  e.g., mosquito control, waste disposal, road maintenance, road construction, licensing dogs, setting aside land for recreation, fire prevention.

  Have students select one issue as a focus as they research how the local government addresses issues.

  The issue selected to develop this case study is "Should we use pesticides to control the mosquito population in our community?" Replace any reference to this issue by substituting the issue selected by your class.

2. Develop research questions and procedures

- Develop research questions. Divide the blackboard into four columns or provide four pieces of chart paper. Tell students they are going to work together as a class to develop four lists of questions for which they will need to find answers. Record their questions in each column.

  Column 1
  Ask students: "What questions will help us find information about who can make the decisions regarding mosquito control?"
  Possible questions include:
    What positions are there?
    Who holds these positions?
    What are their responsibilities?

  Column 2
  Ask students: "What questions will help us find out how these people are chosen?"
  Possible questions include:
    Who can become a candidate?

How do they let people know about their ideas?
Why are local issues important?
Who can vote?
What happens on the day of an election?

Column 3

Ask students: "How do these people decide whether or not we should have mosquito control?"

Possible questions include:

How is information gathered?
From whom and from where is information gathered?
How do we get laws?
Who can suggest a new law?
What if someone doesn't like a law?

Column 4

Ask students: "How is the decision carried out?"

Possible questions include:

Who works for the government?
Where does the money come from?

- Develop research procedures. Divide students into small groups and have them spend a maximum of five minutes developing a list of ways in which they could collect information about local government and the issue. To get a variety of suggestions, provide them with idea starters:

  Listen to ...
  Speak to ...
  Read ...
  Write ...
  Go to ...

  Have each group share ideas which should include suggestions such as:

  speakers—city officials, alderman, mayor, school board officials, hospital board, councillor
  field studies—city hall, council meeting, council chambers, mayor's office
  library material—pamphlets, booklets, town by-laws, local history books
  writing letters—to officials for information
  telephone calls to city hall, town hall, municipal office, county office

  Explain that a student government will be set up and patterned after their local government. To find out how their local government is organized and how it makes decisions, students will complete a four-paragraph report. It could be completed as a group project.

3. Gather, organize and interpret information

- Teachers will have to analyze the availability of appropriate resources and plan appropriately. Choose one or more of the following:

  field trip—city hall, city council meeting, band meeting, telephone city hall or municipal office for information.
  write—city or town hall for information; if around election time use newspaper or invite candidates in.
  local newspaper—select relevant articles.
  video—view a video of a council meeting or board meeting of how a local issue is dealt with.

- To organize the information, students will be required to write a four-paragraph report. Four index cards, four looseleaf pages or four separate notebook pages can be used to take notes on each major heading. Students can either be provided with a copy of research questions or they can be left on display in the class.

Organization

Elections

Making Decisions

Carrying Out Laws

- When students have had the opportunity to research, individually or in small groups, they will need to develop, along with the teacher, an outline for the report such as the following:

I How is the local government organized to deal with mosquito control?
    A. People
    B. Responsibilities

II How is the local government formed or elected?
    A. Nomination
    B. Campaigning
    C. Voter List
    D. Election Day Procedures
    E. Counting Ballots
    F. Declaring Winners

III How are decisions (by-law/laws) made about mosquito control?
    A. Motion
    B. Debate
    C. Committees
    D. Vote
    E. Interest/Lobby Groups

IV How are laws regarding mosquito control carried out?
    A. People
    B. Costs money

- Once the outline is developed, students can organize their information into an individual or group report. See Evaluation of Reports, page 104.

4. Develop a conclusion/solution

- Discuss:
  How is local government organized?
  How is it chosen?
  How are decisions made?
  How does the local government get information to make decisions?
  How are decisions carried out?
  How does the government raise money?

- Using the issue developed as a basis for discussion, have students working in pairs/groups answer the following questions:
  How does a government decision affect you? Your parents?
  What are some of the positive effects?
  What are some of the negative effects?

- **Extension**—Have students locate or provide for students unusual or dated by-laws passed by the local government.

- If desirable, set up a student government using the procedures of the local government. Make decisions on:
  1. positions and responsibilities (for example: one mayor or reeve and one or two aldermen or councillors for a class)
  2. election procedures
     - nomination forms
     - day for election
     - campaign strategies (speeches, posters, buttons, etc.)
     - election day procedures (ballots and ballot boxes, polling stations and booths, scrutineers, returning officer, etc.)
     - meeting times of council
     - rules of order
     - agenda
  3. Have the student government imagine they are the local government and their first issue is to resolve the problem of mosquito control.

- School Jurisdiction Contest—School jurisdictions could set up a contest entitled "Mayor for a Day," "Reeve for a Day" or "Councillor for a Day." Students would write letters describing why they would like to serve in the particular position. The contest winner would have an opportunity to spend a day with the mayor, reeve or councillor.

PART 2: WHAT ARE BASIC NEEDS AND WHO HELPS US TO MEET THEM? (PROBLEM-SOLVING STRATEGY)

ESTIMATED TIME:	7 (30 minute) periods
RESOURCES:	*Politics and You*, pages 55–84 *Working For Canadians*, pages 1–12 *The Structure of Government Kit*

KNOWLEDGE OBJECTIVES

Generalization

Canadians organize themselves through three levels of government to meet some of their needs.

Concepts

Needs

Government

Related Facts and Specifics

Levels of government; local, provincial and federal.

Differences between needs met by families and by governments (public services); e.g., schools, libraries, swimming pools.

Differences in needs met by the local, provincial and federal governments.

How people organize themselves at the local level to meet needs not met by the governments (e.g., form a wheelchair basketball club, build a church, print a local newspaper, form a hockey club, build a cultural centre).

Needs of individuals met by local government (e.g., police and fire protection, roads, schools, libraries, water and sanitation, parks and recreation).

SKILL OBJECTIVES

Process Skills

Organize information gathered into a chart, diagram or graph.

Communication Skills

Summarize information from a variety of sources.

Participation Skills

Participate in a small group discussion or activity by following established rules.

Problem–Solving Strategy

Understand the question/problem.

Develop research questions and procedures.

Gather, organize and interpret information.

Develop a conclusion/solution.

ATTITUDE OBJECTIVES

Respect for the democratic process as a means to meet needs.

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DEVELOPMENTAL ACTIVITIES

1. Understand the question/problem

WHAT ARE NEEDS AND WHO HELPS US TO MEET THEM?

- Review needs. (Grade 3 Topic B). To generate more ideas that include physical, social and psychological needs, ask the students to think about things that:
  - keep you physically healthy
  - help you live with other people
  - make you more fulfilled or happy

  Have students take turns coming up to the blackboard to circle a need that is met by the family.

  To generate interest, briefly discuss:
  Who meets these other needs?—government? Other agencies?
  What do we mean by government?
  What are the responsibilities of government?
  What does government do for you?
  Is there more than one level of government? Elicit from students the three levels of government (local, provincial and federal).

2. Develop research procedures

- Ask students where they might go to find the required information about:
  What needs in the list are met by the family, local, provincial and federal government?
  What other needs do the family and the three levels of government help to meet?
  How are needs met that are not met by the family or government?

  Most of the information can be found in the resources listed, although the class might generate ideas of other available resources.

- Review the use of a table of contents and an index to help find information.

- Explain that this project will be done in five groups. Review the rules used for group work. These may include:
  - select a group leader
  - select a group recorder
  - only one speaker at a time
  - listen to other people's ideas
  - no put downs or rude comments
  - everyone gets a chance to speak
  - stay on topic
  - decide who is responsible for portions of the work

3. Gather, organize and interpret information

- Divide students into five groups to research the following:

Group 1	Needs met by the family (will not require as much time to complete as the others)
Group 2	Needs met by the local government

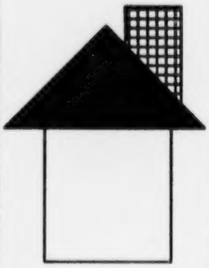
Group 3 Needs met by the provincial government
Group 4 Needs met by the federal government
Group 5 Needs met by other group/organizations (needs not met by the family or government; e.g., building a cultural centre, forming a hockey club, printing a community newsletter).

Have groups display needs using magazine pictures, headlines, drawings, cartoons, etc. on an enlarged outline map or picture as follows:

Group 1	outline of house
Group 2	outline of city, town, etc.
Group 3	outline of Alberta
Group 4	outline of Canada
Group 5	students' choice of symbol to be used

- Have groups present information gathered to the class. Then have students record results of findings on an individual student retrieval chart as follows:

Who Helps Us Meet Our Basic Needs

Family	Local Government	Provincial Government	Federal Government	Other Groups/ Organizations
	Use a Town Symbol		Use a map of Canada	Have students develop own symbol

4. Develop a conclusion/solution

- Discuss:
  What kinds of basic needs are there?
  What kinds of needs are met by family? local government? provincial government? federal government? other groups/organizations?
  Why does government help people meet needs?
  Does government sometimes help to meet needs that the family normally meets? Why or why not?

- Have students write a paragraph defining the term "basic needs" and explaining who helps them meet these needs. The paragraph would contain:
  - a definition of "basic needs"
  - examples of how each of "family, local, provincial, federal governments and other groups/organizations" help to meet basic needs.

PART 3: WHERE ARE CANADA'S GOVERNMENTS LOCATED?

ESTIMATED TIME:	9 (30 minute) periods
RESOURCES:	*Politics and You*, pages 58, 70, 76-77 *Working For Canadians*, pages 47-53 *Nelson Canadian Atlas*, pages 14, 15, 58, 59, 84, 85

KNOWLEDGE OBJECTIVES

Related Facts and Content

Levels of government; local, provincial and federal.

Leaders of the provincial and federal governments.

SKILL OBJECTIVES

Process Skills

On a map of Canada, locate the site of own local government, 12 provincial/territorial governments and Canada's federal government.

On a map, locate the boundaries of own local, provincial and federal jurisdictions.

Compare maps of different areas to show that smaller scales must be used to map large areas.

Compute the distances between points on maps of different scale.

DEVELOPMENTAL ACTIVITIES

- **Location of Government**—Ask students:
  What are the three levels of government?
  Where is the seat of your local government? provincial government? federal government?
  Who is the leader of each of these governments? (current leaders in each position: e.g., mayor, reeve, band leader, chief, Hutterite Brethren preacher, premier, prime minister)

- Use an overhead transparency that shows an unlabelled map of Canada divided into provinces and territories. With the help of atlases, the students direct the teacher in locating the site of their local government. Mark this location in one colour on the transparency.

  Now locate Edmonton on the transparency using the same procedure. Mark Edmonton in a different overhead pen colour. Complete the procedure by finding Ottawa in the atlases and putting it on the overhead using a third colour.

- Take another copy of the overhead transparency and have students locate the site of a local government in Saskatchewan. Have students take turns marking on the overhead the provincial government location as well as the federal government location. This procedure could be done with other provinces to reinforce the three levels of government.

- Using a political map of Canada in an atlas discuss how the legend would help to locate the capitals of a province. Have the students identify the capital city of each province.

Discuss:
What symbol is used to show the federal capital?
How do maps show boundaries of jurisdictions?

- Have students complete their own map of Canada showing their own local seat of government, the province, the provincial and territorial capitals and the location of federal government and have them make a legend to use in identifying them.

- **Introduction to Scale**—Have students compare the size of models or drawings to the actual objects. For example,
  How model toys compare in size with the actual item.
  Compare a map of the school with the actual building.
  Compare a map of the town or county with the actual size of the town or county.
  Introduce the word scale and its definition. Discuss the need to have a standard scale.

  As a class determine the scale that can be used if you wanted to draw the top of your (the teacher's) desk. Arrange several items such as pens, pencils and books on your desk. Make a scale drawing of your desk on the blackboard.

  Have students determine a scale and then make a drawing of their desktop.

- Compare a map of Alberta in an atlas to Alberta on a globe. Discuss the reasons for using a different scale. Show students what the scale is and how to use it.

- Show two different scale maps of the same area. Have students measure the distance between two cities and compare the results. Discuss why the distances are the same.

- On a road map of Alberta have pairs of students use the scale provided to determine the distance between several towns and cities. Before letting the students work independently, do several examples with the class.

- Have students use a number of resources to determine the distance between Canadian cities. Students start by determining how far it is from their own community to the provincial capital, and from the provincial capital to all the other provincial, territorial and federal capitals using a variety of sources. Students must do three measurements using each of the following resources:
  atlas
  road map
  globe
  wall map

  Divide the class into groups of three or four. Provide each student with a chart.

This activity could be made into a game to determine which group comes closest to finding the answer.

	From your community to Edmonton	From Edmonton to Victoria	Whitehorse	Yellowknife	Regina	Etc.
Measurement (in cm)						
Scale						
Distance (in km)						

- When students are finished the assignment they should add all the distances in km to determine a grand total. The group closest to the total determined by the teacher can be declared the winner.

  Compare results and discuss:
    Why are some of the answers different?
    Why should the answers be similar regardless of the map used?
    Why are some resources better than others for measuring distances?

PART 4: SHOULD CANADIANS BE FORCED TO VOTE? (DECISION-MAKING STRATEGY)

ESTIMATED TIME: 9 (30 minute) periods

RESOURCES: *Working for Canadians*, pages 36-40

KNOWLEDGE OBJECTIVES

Generalization
- In a democracy, citizens have rights and responsibilities.

Concepts
- Rights
- Responsibilities

Facts and Specifics
- Democracy allows and needs people to take part in government (voting, petitions, meetings, special interest (lobby) groups).
- The election process operates at all levels of government.
- Differences between rights and responsibilities of citizens (e.g., right: freedom of speech; responsibility: obeying laws, paying taxes).

SKILL OBJECTIVES

Process Skills
- Identify possible sources and identify which source of information is more acceptable, stating reasons for choice.
- Gather information through interviews, field studies or surveys:
  - plan procedures, rules of behaviour, questions to be asked, and things to watch/listen for on a field study, survey and/or interview
  - evaluate the planning and enactment of field study, survey and/or interview
  - record, summarize and evaluate information from field study, survey and/or interview.
- Draw conclusions about rights and responsibilities of citizens.

Communication Skills
- Take notes on an oral presentation (e.g., interview, speech, film).

Participation Skills
- Demonstrate respect for rights and opinions of others.

Decision-Making Strategy
- Understand the issue/problem.
- Develop research questions and procedures.
- Gather, organize and interpret information.
- Think of alternatives.
- Make a choice.

ATTITUDE OBJECTIVES

- Respect for opinions and rights of others.
- Responsibility for one's own actions.

DEVELOPMENTAL ACTIVITIES

1. Understanding the question/problem

SHOULD CANADIANS BE FORCED TO VOTE?

- This activity will help students understand the difference between rights and responsibilities in decision making.

  Ask the students to name things that will be provided for them at home.
    - food
    - clothing
    - shelter
    - a place to sleep
    - love

  Explain that these are rights, which they can expect, and that in society we have similar types of rights.

  Ask the students to name things that they are expected to do for their family.
  e.g., wash dishes
  go to bed on time
  get good marks
  show good behaviour

  Explain that these are responsibilities, that in society we have similar responsibilities.

- With the students, develop a list of rights and responsibilities that they have within the class. Record on chart paper.

  e.g.,

Rights	Responsibilities
to be safe	to be involved in our education
to be able to learn	to respect rights of others
to be treated with courtesy and respect	to keep room tidy

- Optional—Use the lists generated as a discussion for why certain rules have been established within the class.

- Tell the students that they will have to find out what being a responsible citizen is and whether voting is a right or responsibility.

2. Develop research questions and procedures

- Have students generate sources of information. To get a variety of suggestions, provide them with idea starters:
  Listen to...
  Speak to...
  Read...
  Write...
  Go to...

  Discuss which choices are more appropriate and why they are more appropriate.

- Explain that one source of information is our parents and people in the community. To tap this source of information, students will be required to interview three adults.

3. Gather, organize and interpret information

- In small groups, have students develop an interview form that will help them gather information on voting and responsible citizenship.

Sample interview form.

	Interviewee 1	Interviewee 2	Interviewee 3
What does it mean to be a responsible citizen?			
Do you regularly vote in elections?			
Is voting a right or a responsibility?			
Why is voting a right or responsibility?			
In what ways do you participate in government decision making?			

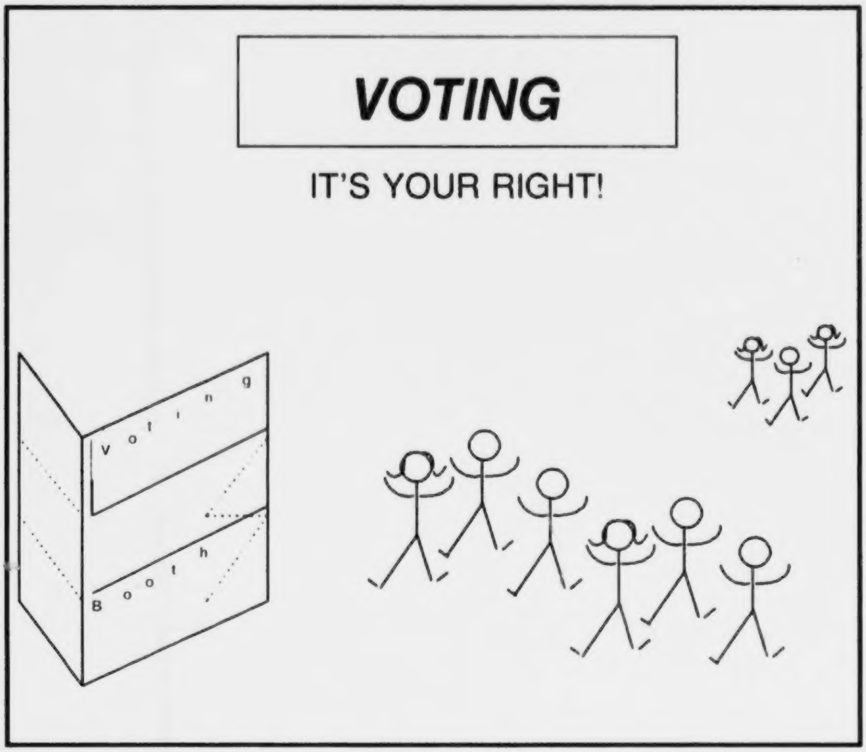
- Students can interview the three adults during school hours or as a home assignment. Interviewing a high school student who has voted for the first time may be interesting. (Refer to Interviews, page 93).
- After the interviews are completed, students will share, with a partner, what they have found on responsible citizenship and voting.

4. Think of alternatives/Make a choice

- Using the information gathered in the survey, discuss whether most citizens take an active part in government decision making.

- Have students prepare a statement on what responsible citizenship involves and whether voting is a right or a responsibility, providing reason(s) for their decision. Share and discuss student decisions.

- Have students make a poster with a slogan stating whether voting is a right or a responsibility.



- Have students do a short oral presentation that includes:
  - showing their poster
  - describing what being a responsible citizen involves
  - defending their position on voting using their definition of responsible citizenship.

- Discuss with students how successful the interview/survey form was in collecting required information.

  What was successful? Unsuccessful?
  What gave best results?
  What changes would you make if we were to do this or another survey in the future?

PART 5: HOW CAN I PARTICIPATE IN DECISION MAKING IN THE CLASSROOM? (DECISION-MAKING STRATEGY)

ESTIMATED TIME:	5 (30 minute) periods
RESOURCES:	*Politics and You*, pages 7-52 *The Winds of Change*, pages 5-14, 52-54

KNOWLEDGE OBJECTIVES

Generalization

In a democracy, citizens have rights and responsibilities.

Concepts

Democracy

Lobby groups

Facts and Specifics

Democracy allows and needs people to take part in government (voting, petitions, meetings, special interest (lobby) groups).

Lobby groups can exert power on elected officials and influence decisions—petition, write letters, meetings.

How individuals can contribute to and participate in local government by voting, attending meetings, initiating or supporting petitions.

SKILL OBJECTIVES

Process Skills

Analyze examples of how lobby groups influence government decisions.

Participation Skills

Demonstrate respect for the rights and opinions of others.

Debate a local concern using parliamentary procedures.

Participate in a simulation of the parliamentary procedure (e.g., a simulation of a concern resulting in passage of by–law).

Plan, carry out and evaluate an action that would demonstrate responsible citizenship.

Decision–Making Strategy

Understand the issue.

Develop research questions and procedures.

Gather, organize and interpret information.

Think of alternatives.

Make a choice.

Take action.

ATTITUDE OBJECTIVES

Self-confidence, by being able to participate effectively in classroom and school decision-making processes and by being able to offer constructive criticism.
Satisfaction in exercising one's role as a citizen.
Respect for opinions and rights of others.
Rsponsibility for one's own actions.

DEVELOPMENTAL ACTIVITIES

1. Understand the question/problem

HOW CAN I PARTICIPATE IN DECISION MAKING IN THE CLASSROOM?

- In this activity the students will debate an issue relevant to the class.

  Suggested issues:
    - Should we be able to chew gum on special occasions?
    - Should we be able to go for a drink during class time?
    - Should we be able to make our own seating plan?
    - How should we spend a free period?
    - How should we choose a special classroom event, such as a dance?
    - What rules of conduct should we follow in the classroom?

  The teacher can decide on the issue or ask the students for ideas. Select a topic with the students. Consideration must be made for school policy and community standards. The students must realize that the teacher will be involved in the decision of topic.

- Have students read, *Politics and You*, pages 7–14 , which deals with decision making.

  Discuss the idea of democracy, of how decisions are made and how to deal with disagreement. Ask students how their local government would resolve an issue.

- The activity is based on the assumption that a class government has been set up. If this is not the case, a simple class vote, as explained in *Politics and You*, pages 7–14 could be used.

Note: The issue selected for this example is: "How should we spend a free period?" As students move through the steps of the decision-making strategy, have them monitor the steps; e.g., checklist in their notebooks.

2. Develop research questions and procedures

- Discuss with students things they have to consider when thinking of activities for a free period. Considerations may include time, cost, school policy, safety and health standards.

- Establish criteria for the activity; e.g., the activity must be free, be completed within an hour, must follow school policy.

- Have students use one or both of the following resources to gather information on ways people (students and adults) can influence and participate in decision making. The passages can be read and discussed as a class, read individually, in partners, in groups or as a combination of these approaches. *Politics and You*, pages 15–52; *The Winds of Change*, pages 5–14, 52–54.

- Discuss:
  What are lobby groups?
  Why do they get organized?
  How can they affect decisions made by the government?

3. Think of alternatives

- In a large or small group brainstorm for ideas—any suggestion must fit the established criteria. Make a list of the ideas.

4. Make a Choice

- The class "mayor" or one of the council members chooses one of the suggestions and makes a motion. For example:
  "The class will have as its free period a board games period."

5. Take action

- Tell the students that we will be looking at how people can be involved in the decision-making process. Have students read *Politics and You*, pages 33-50.

  Discuss:
  How was the decision to build the freeway made?
  What were the choices?
  How did the students try to influence an unpopular decision?
  How did they try to change it after it was made?
  What groups were involved in influencing the decision?
  What name is given to these kinds of groups?

- Students form lobby or interest groups. This is done by selecting their favorite choice from the ideas given on how to use a free period. All students favoring the same idea will work together to prepare a presentation which will be given to council. They should think of other ways of influencing council besides giving a presentation. This could include letter writing, a class "phone in" show, letters to the editor, a rally or demonstration, or simply talking to a council member.

- Individual council members need to prepare a presentation they will make to the council meeting. They also need to be reminded to have an open mind to listen to ideas from the lobby groups.

- After groups have decided how to lobby their government, they should make their presentations to council and carry out any other action deemed acceptable.

- Council members will present how they are going to vote and why. Vote is held and students participate in a free period.

- Evaluate the process used to arrive at a decision using a Plus and Minus Chart.

HOW SUCCESSFUL WAS OUR DECISION MAKING?

Plus	Minus

- Discuss whether the democratic process used is fair or unfair to all class members or citizens.
- Have students make an outline showing ways that citizens can affect government decisions.

PART 6: HOW WELL IS OUR LOCAL GOVERNMENT MEETING OUR NEEDS? (DECISION–MAKING STRATEGY)

ESTIMATED TIME:	10 (30 minute) periods
RESOURCES:	*Politics and You*, pages 55–83

KNOWLEDGE OBJECTIVES

Generalization

The major responsibility of a local government is to deal with issues and concerns of the local community.

Facts and Specifics

Needs of individuals met by local government (e.g., police and fire protection, roads, schools, libraries, water and sanitation, parks and recreation.

Some of the difficulties faced by political representatives in trying to provide appropriate levels of service (e.g., making unpopular decisions, taking a stand on controversial issues).

SKILL OBJECTIVES

Process Skills

Distinguish between fact and opinion.

Gather information through interviews, field studies or surveys.

- plan procedures, rules of behaviour, questions to be asked, and things to watch/listen for on a field study, survey and/or interview
- evaluate the planning and enactment of the field study, survey and/or interview
- record, summarize and evaluate information from field study, survey and/or interview

Analyze examples of how well local government is meeting needs.

Participation Skills

Participate in small group discussion or activity by following established rules.

Decision–Making Skills

Understand the issue.

Develop research questions and procedures.

Gather, organize and interpret information.

Think of alternatives.

Make a choice.

ATTITUDE OBJECTIVES

Respect for the democratic process as a means to meet needs.

Appreciation and respect for the efforts of political representatives.

DEVELOPMENTAL ACTIVITIES

1. Understand the question/problem

HOW WELL IS OUR LOCAL GOVERNMENT MEETING OUR NEEDS?

- Have students imagine that their family had saved $3,000. At a family meeting, each family member could make a suggestions as to how the money could be used.

  e.g., Dad wants a new garage door.
  Mom wants new kitchen cupboards.
  Darryl wants to go to hockey school in the summer.
  Maria wants the family to vacation in Disneyland.

  Discuss:
  Can everyone get what they want? Explain.
  When a decision is made, will everyone be equally happy? Explain.
  On what basis do you think the final decision will be made?
  When you have extra spending money, how do you make decisions?

  Explain that as decisions are made in families, similar decisions are made by governments. Governments also have to make choices.

- Have students generate examples of controversial issues in the community or an unpopular decision made by the local government. Make a list of student responses. If students are not able to readily generate examples of local issues, have students use the local newspaper, ask their parents or provide students with several examples.

- Discuss:
  With what issues/problems is our local government dealing?
  What issues/problems has our local government dealt with recently?

2. Develop research questions and procedures

- Who could we ask, or where could we get information, about issues that our local government has to resolve? (e.g., parents, newspapers, news broadcasts, magazines.)

- If we selected one of the local issues, how can we find out how people feel about the decision? (e.g., letters to editor, editorials, survey community members.)

  How could we find out how the decisions were made? (e.g., interview politicians, lobby groups, look in newspapers, ask parents, town hall meetings).

3. Gather, organize and interpret information

- Hold a class vote to select one or more local issue(s), from the list generated, that is of interest to the students.

  In groups, have students survey the public (10–20 people) on their view of the issue. A chart could be set up to gather information.

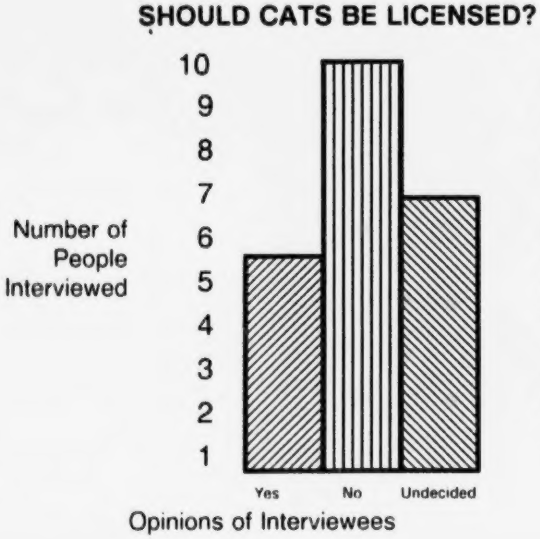
  Discuss the difference between fact and opinion.

- Sample chart based on a local by-law that cats must be licensed.

SHOULD CATS BE LICENSED?

	Agree with by-law	Disagree with by-law	Undecided	WHY
Mr. Jones	★			They mess up his yard.
Mrs. Jones		★		Cats should have freedom.
Mr. Smith			★	Has just moved to city.

- Have groups graph the results and make a summary statement as to why people either agree or disagree with the decision. The results could be made into a display. Articles, editorials, political cartoons and advertisements related to the issue could also be added to the display.



Most people who want cats licensed think that cats are a nuisance because they mess up their yards.

Most people who don't want cats licensed own cats and think it would be too expensive.

Most people who are undecided have not even thought about the issue.

- Explain that politicians are often asked to make difficult decisions. Have students read *Politics and You*, pages 55–83 to find out the problems faced in trying to make a decision. Discuss the following questions after the reading.

  What are the two alternatives the member of Parliament has from which to choose?
  What are the pros and cons of each alternative?
  What would you do if you were the member of Parliament and why?
  What difficulties were faced by the member of Parliament in making her decision?
  What difficulties are faced by any politicians in making decisions?

4. Think of alternative/Make a choice

- Have each group, based on findings and own opinion, develop a group consensus and take a position on the issue, "how well is the local government meeting our needs?" Reasons for the position must be provided.

  Have each group present their point of view in a debate using parliamentary procedure.

- Make a class newspaper that is based on the issue studied. Students can be assigned different parts of the newspaper to create. For example:

  - editorial page
  - letters to the editor
  - feature articles
  - public notices

  photo layouts
  advertisements
  political cartoons
  interviews

PART 7: CULMINATING ACTIVITY

ESTIMATED TIME:	5 (30 minute) periods
RESOURCES:	*The Park That Kids Built* (film) *Responsibility Towards Animals: Cinnamon's Story* (ACCESS Video)

SKILL OBJECTIVES

Communication Skills

Summarize information from a variety of sources.

Use prepared notes in presenting an oral report (e.g., responsible citizenship) recognizing the use of main idea and sequencing.

ATTITUDE OBJECTIVES

Respect for the democratic process as a means to meet needs.

Respect for opinions and rights of others.

DEVELOPMENTAL ACTIVITIES

- To review the unit, divide the class into groups. Assign each group a question to answer. Each group answers the question by preparing a summary to present to the class and preparing several questions to ask the class following their presentation.

  Sample questions:
  What needs are met by the different levels of government?
  How does our local government deal with issues?
  How can individuals contribute to and participate in local government?
  What are the differences between rights and responsibilities?
  What are some of the difficulties faced by politicians?

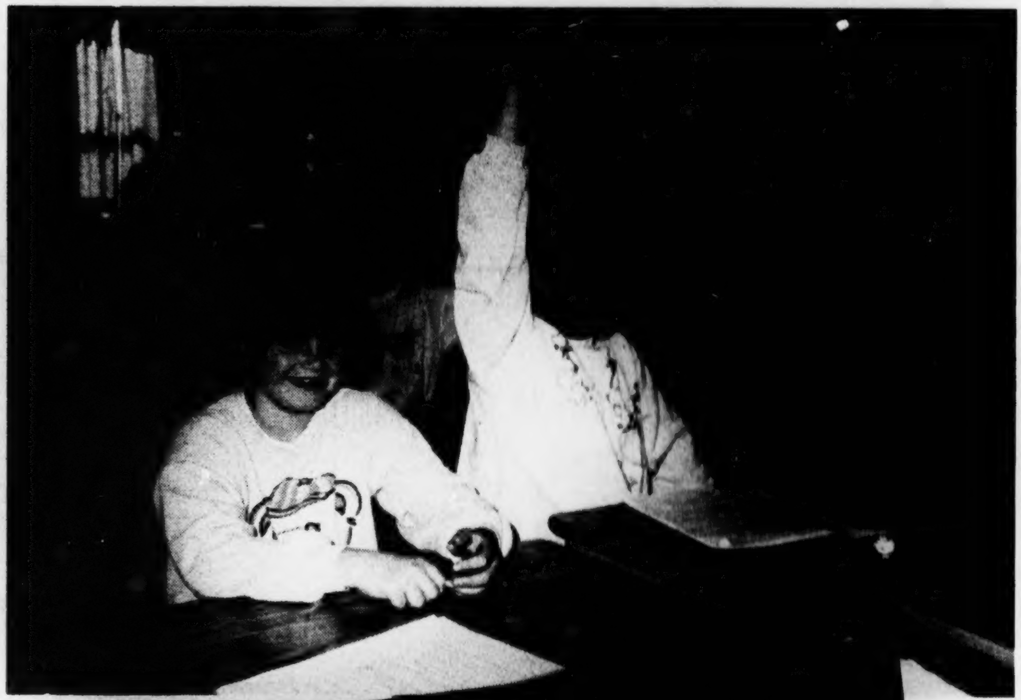
- As a class discuss what responsible citizenship means.

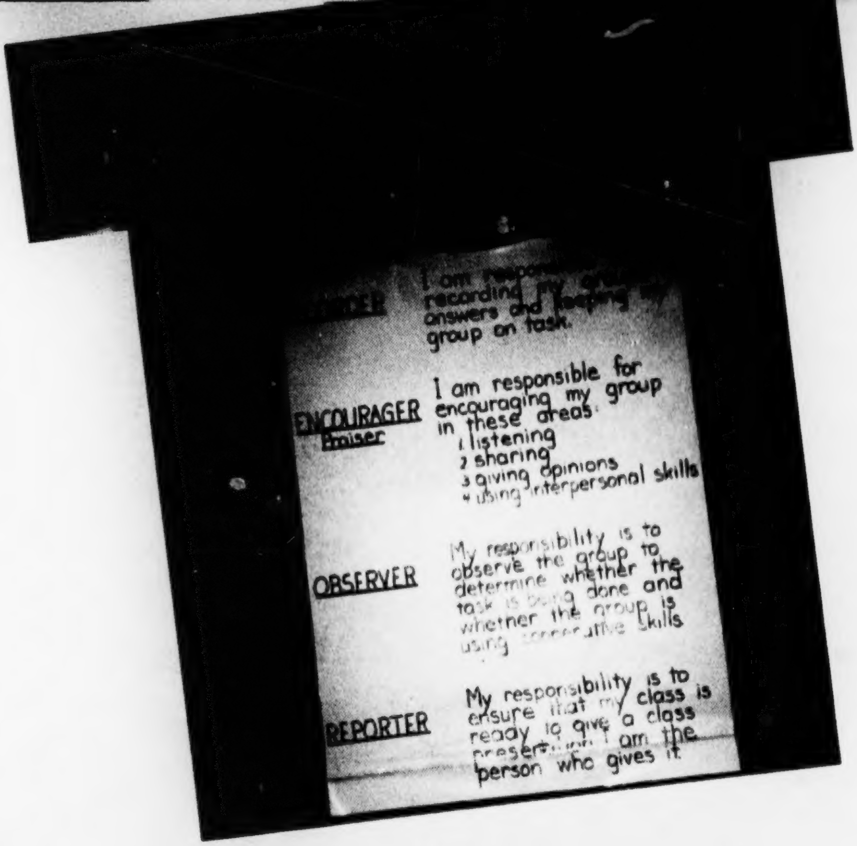
  Have each student prepare notes for an oral presentation on "What responsibile citizenship means to me."

  Before students present their views, review what should be considered when preparing and presenting an oral report. See Social Studies Skill Sequence Chart, pages 48-61.

- Explain that one way many adults exercise responsible citizenship is by voting. Although you are not old enought to vote, your actions can still make a difference in your community. There are different ways of making one's voice or ideas be heard. As grade six students, what can you do?

  If there is a local issue of concern to students, the class may decide to develop and carry out an action plan.





[illegible] I am respon[illegible] recording [illegible] answers and keeping [illegible] group on task.

ENCOURAGER Praiser I am responsible for encouraging my group in these areas:
1. listening
2. sharing
3. giving opinions
4. using interpersonal skills

OBSERVER My responsibility is to observe the group to determine whether the task is being done and whether the group is using [illegible] skills

REPORTER My responsibility is to ensure that my class is ready to give a class presentation. I am the person who gives it.

GRADE: 6

FOCUS: MEETING HUMAN NEEDS

TOPIC B: GREECE: AN ANCIENT CIVILIZATION

The study focuses on Greece, an ancient civilization that has affected our modern Western civilization. The various types of basic human needs, such as physical (food, shelter), social (communicating with others, social order) and psychological needs (development of personal talents, religious beliefs) are examined in terms of how they created issues and the need for decision making by individuals and groups in Greece. The intent of this study is to develop understanding and appreciation for how people in ancient civilizations met their basic needs and how learning from history can be applied to our understanding of the fundamental roots of Western civilization.

Teachers interested in doing a comparative study with Greece can choose one or more of the following civilizations: Roman, Egyptian or Aztec.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions:
How was society organized to meet the basic needs of people?
What can we learn about meeting basic needs by studying the Ancient Greek society?
Why was the Ancient Greek society organized as it was (e.g., class structure, city-states)?
How have Greek values, beliefs and ideas affected our Western civilization (e.g., Olympics, architecture, geometry, idea of democracy)?
Was the Ancient Greek society organized in an effective manner?

Issues:
Should organizational practices of the past be used today (class structure, democratic practice)?

KNOWLEDGE OBJECTIVES The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION – **The ways in which physical, social and psychological needs are met have varied over time and from place to place.**

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
All people have similar physical, social and psychological needs.	physical needs social needs psychological needs	• physical needs—needs related to the body • social needs—needs related to people living together • psychological needs—needs related to the mind

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
In the Ancient Greek civilization, environment, beliefs, values and class structure affected how an individual's needs were met.	environment— *the surroundings in which a person, animal or plant lives* beliefs/values—*ideas which are important or basic to an individual or group* class structure—*a division of people with each group holding different rights*	• the role of historians and archaeologists in helping us to learn about ancient civilizations (artifacts, recording information, history books) • awareness of chronology, B.C. and A.D.; that time is measured from the birth of Christ • how the environment affected the way in which basic needs were met (climate and geography affected the foods available and the materials available for clothing, shelter and transportation) and how the people in turn affected their environment (ways they changed their environment — building cities, using plant and animal resources) • some important values and beliefs on which life was based (democracy, class structure, religion) • some important values, religious beliefs and customs and how they affected everyday life (government, holy days/festivals, art/literature) • the class structure and the relationships between the class structure and the equality/inequality that existed in terms of satisfying needs (some people did not have the opportunity to meet their basic needs)
Greek values, beliefs and ideas have affected the Western civilization.	civilization—*a group of people with permanent cities, set of laws, written language and division of labour*	• ways that Greek values, beliefs and ideas have affected Western civilization, such as: - idea of democracy - geometry - architecture - Olympics

SKILL OBJECTIVES The student will be able to do the following:

Process Skills

Locating/Organizing/Interpreting Information
- locate information on each topic or question researched, using more than one source
- select pertinent information (main ideas and supporting facts) by reading history books, myths, legends, historical maps and historical fiction
- choose books appropriate for the purpose, including dictionaries, encyclopedias, reference books, atlases

- locate information in an encyclopedia by using key words, letters on volume, index and cross-reference
- use computer programs (where appropriate software and hardware are available)
  - to collect and organize information using a data base
  - to write a paragraph or report
- distinguish between fact and fiction (historical fiction)
- classify events, facts and ideas in sequence
- on a simple time line, record the period of civilization(s) under study
- classify pictures, facts or events under main headings and categories

Geography/Mapping

- use the latitude-longitude grid system on a simple world map or globe to locate the civilization(s) under study
- use maps and globes to explain geographic setting of Greece
- infer human activities and way of living from physical detail and from latitude
- recognize that there are many kinds of maps for different purposes, and choose the best map for a specific purpose

Analyzing/Synthesizing/Evaluating

- compare and contrast the ways the early civilization(s) met basic needs with the ways present society meets them
- assess the extent to which the individual could make personal decisions about satisfying needs in the civilization(s) under study
- analyze how the values, ideas and beliefs of the Greek civilization affect us today

Communication Skills

- write a summary of main points encountered in oral, written or viewed presentation
- collect information on a clearly defined topic and organize the information into a short report
- share ideas about the Greeks through drama or role playing
- write a fictional story, using historical events

Participation Skills

- accept and abide by the decision of the group or share and defend a different point of view
- profit from criticism and suggestion; and give constructive criticism and suggestions
- cooperate and compromise to solve group problems

ATTITUDE OBJECTIVES

The student will be encouraged to develop:

- tolerance for others' perspectives on issues of class structure and organization
- appreciation for contributions of peoples throughout history
- appreciation of ways people, past and present, have been able to meet their basic needs

GRADE 6 TOPIC B: GREECE: AN ANCIENT CIVILIZATION

RESOURCES

Basic

The Greeks: Peoples of the Past (Macdonald Educational Limited, Distributer—GLC/Silver Burdett Publishers)
The colourfully illustrated text deals with how the Ancient Greeks met their needs. The colour prints, diagrams and varied format adds to the student interest. Recommend purchasing a class set.

Recommended

Ancient Greece and Ancient Rome—Part of Ancient Civilization and Middle Ages Computer Program (Focus Media) 1985
Computer software that covers the geography, history and culture of Ancient Greece and Ancient Rome. Can be used as tutorials, drill-and-practice, learning games or a combination of all three.

Ancient Civilization Kit (National Geographic) 1978
The kit consists of five filmstrips, cassette tapes and teacher guides. The components cover Greece, Rome, Egypt, China, Mesopotamia and Africa.

Civilizations of the Past: Peoples and Cultures (Globe Modern) 1981
Focuses on several civilizations including the Greek, Roman, Egyptian and Aztec civilizations. Examines how the people of each civilization met common human problems. Recommend purchasing several copies.

How Should People Meet Their Basic Needs? Teaching Unit (Alberta Education) 1979
A teaching unit based on the study of the Aztecs.

People of the Past Series (GLC/Silver Burdett Publishers)
The Aztecs (1985)
The Romans (1976)
The Egyptians (1975)
Provides information on themes such as history, people, family life, religion, architecture, farming and industry.

Ancient Rome from the Modern Knowledge Library Series (Franklin Watts) 1979
An overview of the ancient Roman civilization, lifestyle during this period, some of their achievements and their influence on others.

Supplementary

A Slave in Ancient Greece (Wayland) 1986
Describes the life of a slave in Ancient Greece. Colourful, large illustrations add to the information presented in print.

The Greeks, Living History Series (Wayland) 1986
A short, easy to read text that describes city-states, homes, school, clothes, entertainment, soldiers and gods.

Life B.C. (Heinemann Educational) 1985
A source of information for teachers on various ancient civilizations including the Greeks, Romans and Egyptians.

See Learning Resources, page 42.

SAMPLE UNIT

GRADE 6 TOPIC B: GREECE: AN ANCIENT CIVILIZATION

The following sample unit is one way to approach the teaching of this topic. The mandatory objectives of this topic will be met if the developmental activities are used as suggested. The sample unit is set up as a sequential series of lessons.

The developmental activities can be expanded, modified or replaced with other activities. When substituting activities or developing one's own unit of study, it is important that the activities selected meet the objectives of the topic. Practice and review activities, as well as evaluation must be developed by the teacher as these are not built into the sample unit.

PART 1: HOW WAS THE GREEK WAY OF LIFE DIFFERENT FROM OURS?

ESTIMATED TIME:	4 (30 minute) periods
RESOURCES:	*The Greeks: Peoples of the Past*, pages 8–9

KNOWLEDGE OBJECTIVES

Concept

Civilization

Related Facts and Specifics

Some important values and beliefs on which life was based (democracy, class structure, religion)

SKILL OBJECTIVES

Process Skills

Select pertinent information (main ideas and supporting facts) by reading history books, myths, legends, historical maps and historical fiction.

DEVELOPMENTAL ACTIVITIES

- **Opener**—Tell the students they will be studying Greece and that our ideas of democracy have come from Ancient Greeks. To show some inequalities of the Greek form of democracy do the following activity.

Have students vote on the issue: Who should go out early for recess—boys or girls? Pass out a role card, a role taken from the Ancient Greek society, to each student. Role cards should represent the following ratios:

6	male citizens
6	wives
10	children
2	women slaves
2	men slaves
2	child slaves
2	mine slaves

male slave

wife

child

After students receive the role cards, pass out a ballot; e.g., a piece of clay. Have the students vote.

Then collect the ballots from those students who are eligible to vote, male citizens only. Announce the decision to the class.

Discuss:
How do you feel about the fairness of this kind of democracy? Explain.
Would we accept this today? Why or why not?
Who are the people who hold power in the Greek society?
In what way is this system different from our system of democracy?

- **Seeking Interesting Information**—Tell students that Greeks carried their money in their cheeks. After a brief discussion, the teacher can tell the students that the Greeks ate brains and honey as a favorite food. Compare these to unusual practices we have or unusual foods we eat.

  e.g.,
  - eat headcheese, horseradish, rabbit, frog legs, snails, liver, tongue, fish eggs, squab (pigeon), chocolate covered bumble bees, pickled pork feet, pickled herring (roll mops), haggis
  - make holes in our ears to wear earrings
  - colour eggs to make Easter eggs
  - chew tobacco and gum
  - smoke cigarettes, cigars, pipes

  Pass out several resources on the Ancient Greeks and have students search through them to find other interesting facts about the Greeks. After sharing these ideas with the class, students can pick one or more interesting fact(s) and use it as the theme of a poster or title page for the unit. These can also be shared with the class.

- Explain that the Ancient Greek civilization will be studied. Have students find the word civilization in the dictionary. Discuss aspects of our civilization and what aspects may be studied about the Greeks.

PART 2: WHERE DID THE ANCIENT GREEKS LIVE?

ESTIMATED TIME:	10 (30 minute) periods
RESOURCES:	*Atlases* *Wall map of the world*

SKILL OBJECTIVES

Process Skills

Use the latitude-longitude grid system on a simple world map or globe to locate the civilization(s) under study.

Use maps and globes to explain geographic setting of Greece.

Infer human activities and way of living from physical detail and from latitude.

Recognize that there are many kinds of maps for different purposes, and choose the best map for a specific purpose.

DEVELOPMENTAL ACTIVITIES

- **Location of Greece**—Have students locate Greece and Canada on a wall map.

  Discuss:

  Which of these two countries would be warmer? Why? (Greece is closer to equator.)
  Which is warmer, Inuvik or Toronto? Why? (Equator.)
  Do the same for Athens and Oslo; Santiago, Chile and the Falkland Islands.
  What clues on the map show us a place's relationship to the equator? Review the term latitude.
  Which is warmer Hong Kong or Sydney, Australia? How can you tell?

- **Using Longitude and Latitude**—Tell the class that they will participate in a competition to see which 10 students can locate specific places on a map the most quickly. Provide each student with an atlas that has a map of Europe. Ask students to locate specific places, e.g., Zurich. Keep track of the time it takes the first 10 students to locate the specific place. Explain that the city is located on 45° North latitude. Have students search for several more cities. After finding the location, have students identify the latitude of the given place.

  Explain that other directional lines will make it even easier to find a city. Show longitudinal lines on a wall map and explain their function. Have students identify the latitude and longitude coordinates of the cities located in the previous exercise.

  Working in pairs, have students name and identify the coordinates for several other places.

  Provide each group with names of several European cities. Have students use the atlas index, to find the coordinates and to locate the places in their atlas.

Have each student refer to the atlas index, find the coordinates for Greece and locate Greece in their atlases.

- Use a wall map of the world to locate and discuss the following:
  - lines of latitude and longitude
  - equator
  - Tropic of Cancer and Capricorn
  - Prime Meridian
  - International Date Line

  Show the students how the equator and the Prime Meridian form the axes of the grid.

  Give the students a world map and have them label the equator, Prime Meridian, International Date Line, tropics of Cancer and Capricorn. Have them colour Greece and Canada in different colours.

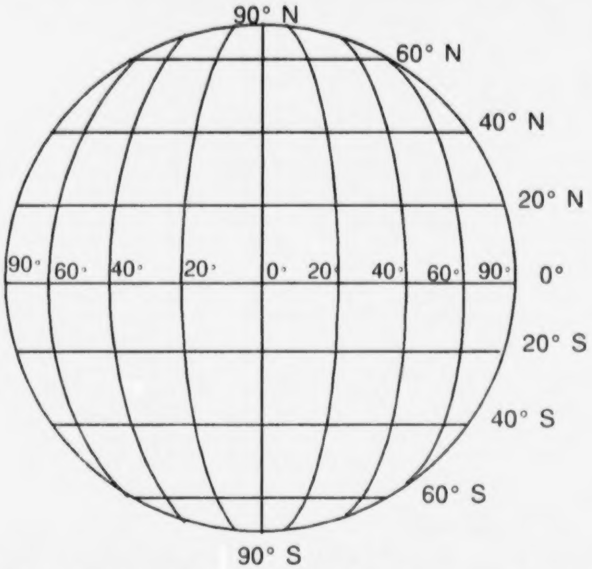
- Using atlases, have students find the latitude and longitude coordinates of Edmonton, Ottawa, Athens, Mexico City, London, Beijing, Los Angeles, Paris, Sydney and Capetown.

- Have students find in what country the following are located.

60°N	30°E	(U.S.S.R.)
40°N	5°W	(Spain)
5°S	50°W	(Brazil)
0°	80°W	(Ecuador)
20°N	0°	(Mali)

- **Game**—Have the students pretend they are gods racing to see who can be first to find the hidden temples.

  Provide the students with a grid similar to the following:



Have students place five dots or Xs on the grid. With a partner who does not see the paper, students try to guess where the dots are, e.g., 45°N 30°E, much as in the game Battleship.

- **Geography of Greece**—Tell the students that we will be studying the geography of Greece, e.g., important bodies of water, mountains, etc.

  Discuss:
    - What kind of map will help us? (Use several from available atlases.)
    - From these maps, what statements can you make about the geography of Greece?
    - What kinds of clothing might a person wear in this country?
    - What effect would mountains or latitude have?
    - What kind of climate would it be?
    - Is Greece farther north or south than Alberta from the equator? Compare the two climates.
    - How would Greeks spend their leisure time?

  Have students complete a physical map of Greece including major mountains, bodies of water, etc.

- **Comparing Maps of Ancient Greece and Modern Greece**—Have students find on a world map the boundaries of Modern Greece. Compare this to a map depicting Ancient Greece and the Hellenic Empire. Explain that the Greece they will be studying did not look the same. Have students describe some of the differences.

  On an historical map of Ancient Greece (wall map or in an atlas) have students locate some important sites.
    - Athens
    - Sparta
    - Mt. Olympus
    - Crete
    - Macedonia
    - Mediterranean Sea
    - Troy
    - Phoenicia
    - Olympia
    - Aegean Sea

  Have them identify and label these places on their own map of Ancient Greece. Have a large wall map of Greece for reference throughout the unit.

PART 3: HOW DO CIVILIZATIONS, PAST AND PRESENT, MEET THEIR BASIC NEEDS?

ESTIMATED TIME:	4 (30 minute) periods
RESOURCES:	Encyclopedias Historical Fiction

KNOWLEDGE OBJECTIVES

Generalization

All people have similar physical, social and psychological needs.

Concepts

Physical Needs, Social Needs, Psychological Needs

Related Facts and Specifics

Physical needs—needs related to the body.
Social needs—needs related to people living together
Psychological needs—needs related to the mind.
The role of historians and archeologists in helping us to learn about ancient civilizations (artifacts, recording information, history books).
Awareness of chronology, B.C. and A.D.; that time is measured from the birth of Christ.

SKILL OBJECTIVES

Process Skills

On a simple time line, record the period of civilization under study.
Distinguish between fact and fiction (historical fiction).
Classify events, facts and ideas in sequence.

DEVELOPMENTAL ACTIVITIES

- **Role of Historian and Archeologist**—Introduce the terms archeologist and historian.
  Archeologist—uses physical evidence to study civilizations. Civilizations are groups of people who work together to meet their basic needs.
  Historian—looks at evidence from many sources to re-create history.

  Brainstorm with the students for things that would help the archeologist or historian and would help us learn about how our civilization meet its needs. Write the suggestions on the board. Then have students classify their ideas in the following categories: Physical Needs (body); Social Needs (working with people); and Psychological Needs (help the mind).

Physical	Social	Psychological
Food	Government	Religion
Clothing	Education	Entertainment
Transportation	Occupations	Literature
Shelter	Family Roles	Art
	Language	Drama
	Defence	Music

If students do not discover that some needs fit into more than one category, provide them with examples. Have students generate reasons why some needs fit several categories.

- Tell the students that they will be working as archeologists to find out about how we meet these needs. Archeologists learn from artifacts.

Have students find the meaning of artifacts in the dictionary.

In groups of four, have students search for items in their homes that may become artifacts in the future. These items should tell how we meet our needs. They will have to find one artifact for every basic need identified. At this point, further brainstorming, either in small groups or as a class, may be required to identify types of artifacts that could be found, e.g., food—toaster, bowl, apple; shelter—house, chair; clothing—sewing machine, needle, cloth. This should be a one-evening exercise.

To encourage active participation, this can be made into a contest. Award $3000 for an actual representation, $2000 for a model and $1000 for a picture of an artifact. The group that earns the most money will win the contest and earn a special privilege for the day.

- When the contest is concluded tell the students that it is important to understand the period during which the civilization being studied existed.

Discuss:

If an archeologist was looking at our civilization from 3000 A.D., where would he put it on a timeline?

Where would he put the year you were born?

Draw a simple timeline on the board placing these two dates.

Explain that the time on the timeline is measured from the time Christ was born. (B.C., A.D.) Show students where the archeologist would place Ancient Greece on the time line.

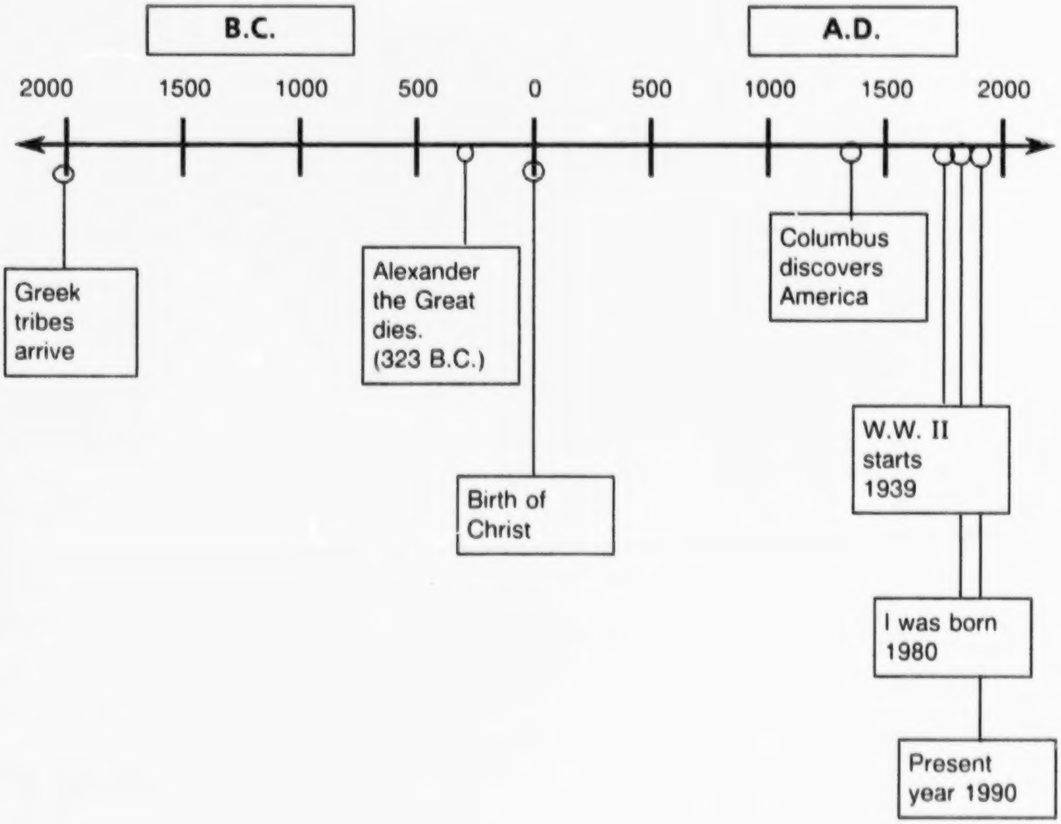
- Select historical events ranging in dates from 2000 B.C. to now.

For example:

Alexander the Great dies
Birth of Christ
Battle of Hastings
Columbus discovers America
Signing of Confederation
First airplane flight
W.W. II
Invention of telephone
Challenger space craft crash

Have each student select or assign each student, one event. Have students find the year of the event, and then have students record the year and event on a card. The cards can be hung on a teacher-made time line that stretches across a wall or across several walls. It is important that equal spaces represent equal time periods on the class time line.

- Have students record their own time line in their notes. They must include the present year, their year of birth, the years of Ancient Greek civilization, birth of Christ. They may include any other dates that interest them.


B.C.
A.D.
2000
1500
1000
500
0
500
1000
1500
2000
Greek tribes arrive
Alexander the Great dies. (323 B.C.)
Birth of Christ
Columbus discovers America
W.W. II starts 1939
I was born 1980
Present year 1990

- **Historical Fiction**—Introduce a historical fiction to students that will be read orally to the class over a certain period. The story's main focus should be how a person or group of people met their basic needs. Indicate to students that the book is accurate in that it deals with a certain time and major events such as war, etc., that would have really happened and that the other events and characters, although they did not exist, could have existed. Discuss the difference between fact and historical fiction. Build into discussions about the book the idea that meeting basic needs is a fundamental problem. Suggested book: *The Endless Steppe*.

PART 4: HOW WERE THE WAYS THE GREEKS MET THEIR PHYSICAL NEEDS SIMILAR, OR DIFFERENT, FROM THE WAY WE MEET THESE NEEDS TODAY? (PROBLEM-SOLVING STRATEGY)

ESTIMATED TIME:	10 (30 minute) periods
RESOURCES:	*The Greeks: Peoples of the Past* pages 16-27, 34-35

KNOWLEDGE OBJECTIVES

Generalization

All people have similar physical, social and psychological needs.

In the Ancient Greek civilization, environment, beliefs, values and class structure affected how an individual's needs were met.

Greek values, beliefs and ideas have affected the Western civilization.

Concept

Environment

Related Facts and Specifics

Physical needs—needs related to the body.

How the environment affected the way in which basic needs were met (climate and geography affected the foods available and the materials available for clothing and shelter and transportation) and how the people in turn affected their environment (ways they changed their environment—building cities, using plant and animal resources).

Ways that Greek values, beliefs and ideas have affected Western civilization, such as:

- idea of democracy
- geometry
- architecture
- Olympics

SKILL OBJECTIVES

Process Skills

Locate information on each topic or question researched, using more than one source.

Select pertinent information (main ideas and supporting facts) by reading history books, myths, legends, historical maps and historical fiction.

Choose books appropriate for the purpose, including dictionaries, encyclopedias, reference books, atlases.

Locate information in an encyclopedia by using key words, letters on volume, index and cross-reference.

Classify pictures, facts or events under main headings and categories.

Compare and contrast the ways the early civilization(s) met basic needs with the ways present society meets them.

Communication Skills

- Collect information on a clearly defined topic and organize the information into a short report.

Problem-Solving Skills

- Understand the question/problem.
- Develop research questions and procedures.
- Gather, organize and interpret information.
- Develop a conclusion/solution.

ATTITUDE OBJECTIVES

- Appreciation of ways people past and present, have been able to meet their basic needs.
- Appreciation for contributions of people throughout history.

DEVELOPMENTAL ACTIVITIES

1. Understand the question

HOW WERE THE WAYS THE GREEKS MET THEIR PHYSICAL NEEDS SIMILAR TO, OR DIFFERENT FROM, THE WAY WE MEET THESE NEEDS TODAY?

- Review what is meant by physical needs (food, clothing, shelter, transportation). Pick one of these four and briefly discuss the ideas of "similar" and "different." For example, have students work in pairs and list all of the ways they are similarly dressed and all the ways in which they are dressed differently.

SAME	DIFFERENT
jeans	acid wash/stone wash
shirt	button shirt/T-shirt
runners	white high-tops/black canvas
socks	white with blue stripes/white with black stripes

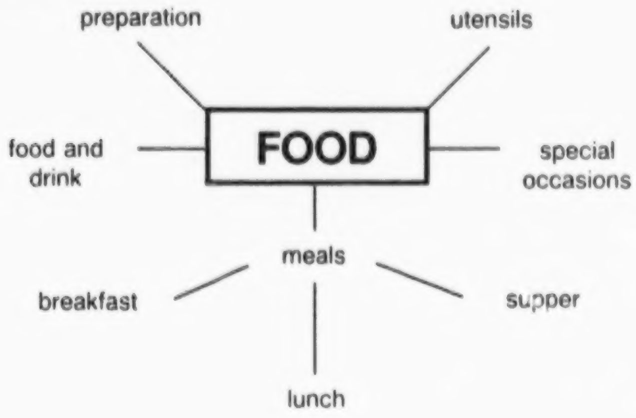
2. Develop research questions and procedures

- Elicit from the students the four main physical needs (food, clothing, shelter, transportation). As a class have them list as many questions as possible that would help them find information about meeting physical needs. Write their questions on the board or on chart paper in four columns.

FOOD	CLOTHING	SHELTER	TRANSPORTATION
What kind of food did they eat?	What kind of clothing did they wear?	What were their homes like?	How did they get from place to place?

Show them how to "web," or branch out from one question to make another. This will help them add on to their list of questions and find more specific information.

e.g., FOOD
What kind of food did they eat?
How many meals did they have?
What kind of food did they eat in the morning?
What kind of food did they eat in the evening?
What kind of beverages did they have?
Did everyone eat the same kind of food?
How did they prepare or cook the food?
What kinds of dishes and utensils did they have?
Did they have food for special occasions?



- Discuss with students the resources that could be used to help them find the information (atlas, encyclopedia, library research books, dictionaries, films, filmstrips, etc.). List their suggestions.

Talk about the kind of information they would most likely find in each resource.

Discuss:
Where would you look to find detailed information on the kinds of food eaten? (Encyclopedia, film, filmstrip, library research books)
Where would you find maps showing where food could be grown? (Atlas)
Where would you find the meanings of an unfamiliar word? (Dictionary)

Review the parts of a book that are most helpful for locating very specific information (table of contents, index, glossary).

Ensure they know how to use an encyclopedia by reviewing volume letters, cross-references mentioned at the end of an entry, and headings or key words in a long article. If there is a librarian in your school, the development of these skills as well as parts of the unit can be planned and taught cooperatively. See Cooperative Learning pages 86-90.

3. Gather, organize and interpret information

- Explain to students that they are going to do a comparison of how physical needs were met by the Ancient Greeks with how we meet them today. The information they find will be written in eight paragraphs. Paragraphs 1, 3, 5 and 7 will give information on how the Greeks met the needs of food, clothing, shelter and transportation and paragraphs 2, 4, 6 and 8 will be a comparison with how our society meets these needs today.

- Many methods can be used by the students to gather information and record their notes. Two suggested approaches are:

    1. Hand out all of the questions and have resource materials available. Students write the answers beside the questions or on a separate sheet with the appropriate heading of either "food," "clothing," "shelter" or "transportation."
    2. Arrange the class into four stations, "food," "clothing," "shelter," "transportation." Place a variety of materials in each station that provides good information on each topic. Post the corresponding research questions in each station. Students take notes and move to a new station when all, or most, answers have been found.

- Because this is an introduction to report writing, it is important to model for students how to write a report. As you go through the steps, describe what is happening. One approach would be to write two paragraphs as a class activity, two paragraphs working in pairs and then have each student complete the remaining four paragraphs independently.

4. Develop a conclusion/solution

- Upon completion of the research and the written report,

  Discuss
  What similarities exist in the way the Greeks and in the way we meet our physical needs? Differences?
  How have the Greeks influenced the way we meet our physical needs today?

  The students should be able to give examples of some of the food, clothing, hairstyles, types of homes, etc. that we have taken from Greek society.

  Discuss how environment affected meeting needs and how the people affected the environment.

  Examples of questions that may bring these ideas out:
  What plants and animals were naturally found in Greece that were used for food?
  What crops did the Greeks plant for food?
  What animals did they raise for food?
  Did the Greeks bring new plants or animals to Greece for food?
  How did the environment affect transportation?

- Start a separate section of a notebook entitled: "How the Greeks Have Influenced the Ways We Meet Our Needs." Have students record, in paragraph form, a summary of how the Greeks have influenced the way we meet our physical needs.

PART 5: HOW HAS ANCIENT GREEK SOCIETY INFLUENCED HOW WE MEET OUR SOCIAL NEEDS? (PROBLEM-SOLVING STRATEGY)

ESTIMATED TIME: 12 (30 minute) periods

RESOURCES: *The Greeks: Peoples of the Past,* pages 10-15, 28-33, 36-39, 46-47

KNOWLEDGE OBJECTIVES

Generalization

All people have similar physical, social and psychological needs.

In the Ancient Greek civilization environment, beliefs, values and class structure affected how an individual's needs were met.

Greek values, beliefs and ideas have affected the Western civilization.

Concepts

Class structure

Beliefs/Values

Related Facts and Specifics

Social needs—needs related to people living together.

Some important values and beliefs on which life was based (democracy, class structure, religion).

The class structure and the relationships between the class structure and the equality/inequality that existed in terms of satisfying needs (some people did not have the opportunity to meet their basic needs).

Ways that Greek values, beliefs and ideas have affected Western civilization, such as:
- idea of democracy
- geometry
- architecture
- Olympics

SKILL OBJECTIVES

Process Skills

Locate information on each topic or question researched using more than one source.

Select pertinent information (main ideas and supporting facts) by reading history books, myths, legends, historical maps and historical fiction.

Use computer programs (where appropriate software and hardware are available)
- to collect and organize information using a data base
- to write a paragraph or report

Communication Skills

Write a summary of main points encountered in oral, written or viewed presentation.

Participation Skills

Accept and abide by the decision of the group or share and defend a different point of view.

Profit from criticism and suggestion; and give constructive criticism and suggestions.

Cooperate and compromise to solve group problems.

Problem-solving Skills
Understand the question/problem.
Develop research questions and procedures.
Gather, organize and interpret information.
Develop a conclusion/solution.

ATTITUDE OBJECTIVES

Appreciation of ways people, past and present, have been able to meet their basic needs.
Tolerance for others' perspectives on issues of class structure and organization.
Appreciation for contributions of people throughout history.

DEVELOPMENTAL ACTIVITIES

1. Understand the question/problem

HOW HAS ANCIENT GREEK SOCIETY INFLUENCED HOW WE MEET OUR SOCIAL NEEDS?

- Ask students in which ways they meet their social needs. In others words, how do they work and participate with other people? Discussion should lead to these ideas:

  Education
  Language/Communication
  Government
  Laws
  Class Structure
  Family Roles
  Defence
  Occupations

2. Develop research questions and procedures

- Explain that every society must meet these needs. We have learned much about what we know today from the Ancient Greeks. What do we need to know to find out how our society has benefited from the Ancient Greek society?

- Review with students how to use the webbing strategy from the last assignment on physical needs to develop research questions, organize questions and develop new ones.

3. Gather, organize and interpret information

- Have students work in groups. Each group researches one social need and writes two or more paragraphs showing how the Ancient Greeks met that need and also showing what we have learned from them to help us organize our society. Use a word processor and a data base program to record information. It may be necessary to review procedures for recording information on a data base program.

  If computers are not available, have students write two or more paragraphs on how a need was met. What we have learned from the Greeks can be made into a poster or drawings. The drawings can become part of a class mural.

- Upon completion of the reports, have groups generate questions (six to 10) on the information gathered. Provide question stems that encourage higher level thinking and not only the recall of information. (See Questioning, pages 68–70).

- Distribute copies of the reports and the student-generated questions to all the students.

  Information gathered can be shared using one of the approaches described below:
  - Have each group present the information gathered and ask for oral responses to the questions their group generated.
  - Have each group present the information gathered and ask students to answer the questions, in writing, independently or as a group. The group presenting could mark their colleagues' responses.
  - The students could answer in writing the questions based on the information in the reports.

- **Mystery of the Missing Women**—Have students use clues found in resource materials to formulate hypotheses about why women were not proportionally represented among the great thinkers and artists of Ancient Greece.

  Furnish the students with a list of Greek thinkers, writers and artists (such as that on pages 54-55 in *The Greeks: Peoples of the Past*).

  Divide the students into small groups. Encourage speculation about what may have led to only one woman being mentioned. Have the students look for clues about how Greek girls were reared in resource materials. It may be necesary to direct attention to educational conventions. Further clues are to be found in descriptions of the duties, expectations and restrictions placed on Greek women.

  Have each group work together to develop a hypothesis as to why women were not represented equitably among the great thinkers and artists of Ancient Greece.

  In a large group exchange, have each hypothesis presented. Elicit opinions about what effect this might have had on the perceived value of female infants. Have the students compare the child-rearing and gender-role conventions of the Ancient Greeks with contemporary Canadian mores and encourage discussion about whether such practices would be acceptable today.

- **Extension**—Have students role play a situation that shows how the Greeks met their needs while the rest of the class identifies what need and how it's being met.

- **Trivial Pursuit**—Have students use the information acquired to play a game called "Greek Trivia".

  Select a different colour for each of the main categories. Have students write one question per card, using questions from their group reports on the colour of cards that represent their respective categories. Provide answers in parentheses after the question.
  Examples of categories:
  Education (white)
  Language (blue)
  Government (red)
  Laws (green)
  Class Structure (orange)
  Family Roles (yellow)
  Defence (black)
  Occupations (purple)

- Make a gameboard using a piece of graph paper. Colour in the squares alternating the eight colours.

- Play the game in a group. (three to four players per group or larger groups where they make teams.) Use rules such as:

1. Pick a marker and place anywhere on the gameboard.
2. Decide who starts, roll die and move in any straight-line direction the correct number of spaces (horizontal, vertical, diagonal).
3. One opponent picks top card off appropriate colour pile (wherever player has landed). If the question is answered correctly the player writes an "S" for **S**ocial Needs.
4. Each time a player answers a question correctly he/she rolls the die and continues the turn. Each correct answer earns the next letter in the words SOCIAL NEEDS. The winner is the person getting all the letters first.
5. If a player rolls a number and cannot move in any straight line that number of places, the turn is lost.

4. Develop a conclusion/solution

- Discuss what the Ancient Greek society has given to us in terms of meeting our basic social needs.

- Have students write a paragraph in their notebooks on "How the Greeks Have Influenced Our Social Needs and How Our Social Needs Are Met?" describing what the Greeks have given to us in terms of meeting our social needs.

  Examples may include:
  - First to develop a written history. Herodotus is known as the Father of History.
  - Greeks were the first modern scientists. They studied plants, animals, liquids, stars and planets. Some of our first scientific rules and laws came from the Greeks.
  - First to study the causes of sickness. Experiments were done on animals. They learned how to set bones and to heal wounds. Hippocrates is called the Father of Medicine.
  - Contributed in the area of geometry. Used geometry in the construction of their buildings.

PART 6: WHAT HAVE THE ANCIENT GREEKS TAUGHT US ABOUT MEETING PSYCHOLOGICAL NEEDS?

ESTIMATED TIME:	10 (30 minute) periods
RESOURCES:	*The Greeks: Peoples of the Past*, pages 40-45, 48-51, 54-55

KNOWLEDGE OBJECTIVES

Generalization

All people have similar physical, social and psychological needs.

In the Ancient Greek civilization, environment, beliefs, values and class structure affected how an individual's needs were met.

Greek values, beliefs and ideas have affected the Western civilization.

Concepts

Beliefs/Values

Related Facts and Content

Psychological needs—needs related to the mind.

Some important values and beliefs on which life was based (democracy, class structure, religion).

Some important values, religious beliefs and customs and how they affected everyday life (government, holy days/festivals, art/literature).

Ways that Greek values, beliefs and ideas have affected Western civilization, such as:

- idea of democracy
- geometry
- architecture
- Olympics

SKILL OBJECTIVES

Process Skills

Locate information on each topic or question researched, using more than one source.

Select pertinent information (main ideas and supporting facts) by reading history books, myths, legends, historical maps and historical fiction).

Participation Skills

Accept and abide by the decision of the group or share and defend a different point of view.

Profit from criticism and suggestion; and give constructive criticism and suggestions.

Cooperate and compromise to solve group problems.

Problem-Solving Strategy

Understand the question/problem.

Develop research questions and procedures.

Gather, organize and interpret information.

Develop a conclusion/solution.

ATTITUDE OBJECTIVES

Appreciation of ways people, past and present, have been able to meet their basic needs.

Appreciation for contributions of peoples throughout history.

DEVELOPMENTAL ACTIVITIES

- **Review Psychological Needs**—With the assistance of your school librarian, find a variety of Greek myths. Select one or more Greek myths to read to the students as an introduction to this section and have some myths available for students to read independently.

- Discuss:
  What do you like to do for leisure?
  What do you like to do for a hobby?
  What do you think the Greeks did for leisure?

- Develop a list of activities that we do to help us express ourselves, help us relax or enjoy ourselves, e.g., going swimming, reading, painting, playing hockey.

  Categorize this list into:

  Religion
  Art
  Drama
  Music
  Recreation
  Sports
  Architecture
  Literature

  Explain to students that these are called psychological needs. These are needs related to our mind and spirit. Needs that help express ourselves, or help us relax or enjoy ourselves.

- Review the physical and social needs.

  Discuss:
  What are our physical needs?
  What are our social needs?
  Do some of the needs fit into more than one category?

- Ask students where they would find information about these things today.

  newspapers
  magazines
  advertisements
  computer programs
  survey neighbours
  pamphlets
  radio
  television
  books

- **Developing a Magazine**—Tell students that they will be using a modern medium to express the way of life of the Ancient Greeks. In groups of up to eight, they will research the psychological needs of the Ancient Greeks and describe them in a magazine format. The magazine should include information about all the psychological needs: religion, art, drama, music, recreation, sports, architecture and literature. Advertisements, cartoons, editorials, pictures, book reviews, reviews of art shows and plays, religious or sports columns could be used.

  As part of the assignment or as a separate activity, have students write a book review or retell a Greek myth which either the students read or which is read by the teacher.

  Bring examples of magazines and newspapers that the students might want to use as models after which to pattern their own magazines. Provide for art materials and resources which will be needed.

  Review procedures for working in groups. (See Group Work, page 71).

- Provide time to share the magazines as they are finished.

  Discuss in which ways we have taken ideas from the Ancient Greeks. In what ways are our psychological needs met in different ways?

Have students write a paragraph in their notebooks on "How the Greeks Have Influenced the Way We Meet our Psychological Needs," describing ideas we have taken from the Greeks in helping us to meet our psychological needs.

Examples may include:

Drama
- Greek plays continue to be popular today; e.g., Oedipus Rex, Odessey.
- Wrote the first plays describing how people felt (love, hate) and about life (mystery, murder, suspense).

Architecture
- Developed a special style that is still used.
- Built theatres, temples and public buildings.

PART 7: SHOULD ORGANIZATIONAL PRACTICES OF THE PAST BE USED TODAY? (DECISION-MAKING STRATEGY)

ESTIMATED TIME:	5 (30 minute) periods
RESOURCES:	*The Greeks: Peoples of the Past*

KNOWLEDGE OBJECTIVES

Related Facts and Specifics

The class structure and the relationships between the class structure and the equality/inequality that existed in terms of satisfying needs (some people did not have the opportunity to meet their basic needs).

SKILL OBJECTIVES

Process Skills

Assess the extent to which the individual could make personal decisions about satisfying needs in the civilization(s) under study.

Analyze how the values, ideas and beliefs of the Greek civilization affect us today.

Communication Skills

Share ideas about the Greeks through drama or role playing.

Write a fictional story, using historical events.

Decision-Making Strategy

Understand the issue.
Develop research questions and procedures.
Gather, organize and interpret information.
Think of alternatives.
Make a choice.
Take action (if feasible and desirable).

ATTITUDE OBJECTIVES

Tolerance for others' perspectives on issues of class structure and organization.

Appreciation of ways people, past and present, have been able to meet their basic needs.

DEVELOPMENTAL ACTIVITIES

1. Understand the question/problem

SHOULD ORGANIZATIONAL PRACTICES OF THE PAST BE USED TODAY?

- Review:
  - How their form of democracy differed from ours today. Refer back to the first activity they did when they were given a role and were asked to vote. In Ancient Greek society only free males could vote.

- The class structure that existed in Ancient Greece.

- Narrow the focus of the issue by examining two aspects, the Greek form of democracy and the Greek class structure.

  Post the issues.
  Should we use Greece's form of democracy?
  Should we use Greece's class structure today?

  Explain to students that they will be focusing on two organizational practices used by the Greeks.

2. Develop research questions and procedures

- Assign each student a role that they will play. More than one student will have each of the following roles.

  farmer
  foreign merchant
  mine–slave
  male house–slave
  craftsman–slave
  technician–slave
  rich merchant
  female house–slave
  potter
  metal worker
  stone mason
  wealthy aristocrat
  writer
  wife of wealthy merchant
  wife of farmer
  wife of aristocrat

  Based on the role assigned, the students are instructed to use information learned to write historical fiction that will describe the day–to–day meeting of physical, social and psychological needs. Students may choose any one of the following formats for this writing project: short story, play, reader's theatre, poem.

- Direct students to use their reports, notes, summaries and textbooks as resource material.

3. Gather, organize and interpret information

- Have students write their accounts of everyday life in Ancient Greece and then share their stories, plays and reader's theatres in large or small groups.

- Hold a meeting in which students will role play the character assigned to them for the writing project. The purpose of the meeting is to give everyone in Ancient Greek society the opportunity to state whether or not all of their basic needs are met in the society as organized. Depending on the roles held, some people's needs would all be met, while others' needs would not.

4. Think of alternatives

- When everyone has had a chance to speak have students suggest possible choices to the issue. Alternatives may include:

  - Using Greece's form of democracy instead of today's form of democracy.
  - Using Greece's class structure (inequality of opportunity) instead of ours which emphasizes equality of opportunity.
  - Using both Greece's form of democracy and class structure.
  - Using Greece's form of democracy but our equality of opportunity.
  - Using our form of democracy but Greece's class structure.
  - Keeping both our form of democracy and our class structure.

- Write the choices they generate on the board or on chart paper.

5. Make a choice

- Divide students into small groups. Each group must discuss the advantages and disadvantages of the choices and agree on the alternative they think is the best.

  When they have made their decision, each group member must write a paragraph listing the advantages of their choice. They then present their choice and reasons to the rest of the class.

- At the conclusion of the presentations, hold a class vote to see how the majority feels. Ask the question: "If we were organized according to the way we voted, would we all have been able to vote?"

- To evaluate the process, discuss:
  Was this a good way to look at the issue, by the activities we did? Why or why not?
  What other activities could we have used to look at the issue?
  Was the way we arrived at the decision a good one or not? Why or why not?
  Do you think we made a good decision? Why or why not?

- **Extension**—Democracy has different meanings in different countries. Have students find contemporary examples in the news.

  People in Canada had different voting privileges. Have students find out the following:
  When were women allowed to vote in Canada?
  When were Natives allowed to vote in Canada?

GRADE 6 TOPIC C: CHINA: A PACIFIC RIM NATION

CHINA
TRADITIONS

GRADE 6 FOCUS: MEETING HUMAN NEEDS

TOPIC C CHINA: A PACIFIC RIM NATION

The study focuses on China, one of Canada's Pacific neighbours. Canada is refocusing her attention to the Pacific Rim. China is not only the world's most populous nation but it is a country with which Canada is increasing her trade. Students examine how physical, social and psychological needs are met in China. Attention should be called to the similarities, as well as differences, in challenges/problems that people in our society and the Chinese society must resolve in meeting new needs. The intent of this study is to develop an awareness of Chinese culture and to promote an understanding of how other people meet their needs in a contemporary society.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions:
How do Canadians and Chinese meet their basic needs in similar ways? Different ways?
How do/did traditions and customs affect how Chinese meet/met their needs?
How do communication and technology affect the lifestyle of the Chinese?
What can we learn from the Chinese and what can they learn from us?

Issue:
Should we accept each other's way of doing things (e.g., schooling, housing, health practices, organization of industries)?
Should Canada and China become more or less interdependent?

KNOWLEDGE OBJECTIVES The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION – **Nations in the world are becoming increasingly interdependent.**

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
The Pacific Rim is becoming increasingly important.	Pacific Rim – *countries that border the Pacific Ocean*	• location of China in relation to Canada and other Pacific Rim nations • some countries that are part of the Pacific Rim • reasons for its growing importance
Changes in the way China meets basic needs have been accelerated by communications and technology.	communication – *the giving or exchanging of information* technology – *the use of science and industry to produce material things*	• physical environment of a country affects the ways people meet their basic needs • how communication and technology affected the way needs were met (e.g., agriculture, recreation, education, industry)

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
		• customs/traditions influence the way people meet their basic needs (e.g., religion, family roles, government) • conflict can develop between technological development and maintaining tradition (role of family, role of individual in society) • differences in perspectives exist in the way that basic needs are met in Canada and China (e.g., view differences between luxuries and needs)
Sharing among countries can influence our lifestyle.	sharing – *giving and receiving of ideas*	• sharing of goods, language, foods, music, art and ways of doing things influences lifestyle (e.g., acupuncture, fast foods, rock music, television) • exchanges of goods and services between China and Alberta (for example, twinning of cities, provinces; sports exchanges; sharing of technology)

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- acquire information by reading, listening and viewing
- identify the point of view in oral, written or viewed presentations
- select pertinent information from a variety of sources; newspapers, magazines, pamphlets, news media, films
- compare information on a topic drawn from two or more sources, to recognize agreement or disagreement
- use computer programs (where appropriate software and hardware are available)
  - to write a paragraph/report
  - to simulate situations impractical to reproduce in the classroom

Geography/Mapping

- using an atlas, locate places in Canada and China
- using the latitude-longitude grid system, locate China on a simple world map and globe
- read and interpret maps/legends showing physical features and physical regions
- estimate, then compute distances between places studied
- compare distances in kilometres to places under study
- infer relationships from data shown on maps (e.g., between physical regions and occupations)
- study colour contour and visual relief maps visualizing the nature of the areas shown
- use two or more maps to gather information about the same area
- make a regional map to show a variety of features

Analyzing/Synthesizing/Evaluating

- compare and contrast the way people in Canada and China met their needs
- analyze how traditions and customs in China influence the way the people meet their basic needs, by identifying and describing the values held
- analyze the effect of communication and technology on the way the Chinese meet their basic needs

COMMUNICATION SKILLS

- take notes in point form collected from various sources
- write a biography on how a young person in China lives
- express an opinion, either orally or in writing, using specific examples, about aspects of the Chinese society that might be beneficial for Canadians to adopt or aspects of the Canadian society that might be beneficial for Chinese to adopt
- collect and organize information on a clearly defined topic, using a simple outline, webbing, etc.
- in a final written product, apply the skills of revising and editing by considering content, organization, vocabulary, sentence structure and mechanics of writing

PARTICIPATION SKILLS

- contribute to the various functions of group work as recorder, spokesperson, leader
- observe the courtesies of group discussion, such as speaking in turn and using appropriate tone
- distinguish between work that can be done most effectively by individuals and that which calls for group effort

ATTITUDE OBJECTIVES

The student will be encouraged to develop:

- respect and appreciation for the ways in which people in China satisfy basic needs
- objectivity by examining one's own ideas about what is a better way of meeting basic needs
- empathy for the problems faced in meeting one's own needs
- respect for someone else's opinions or viewpoint

GRADE 6 TOPIC C: CHINA: A PACIFIC RIM NATION

RESOURCES

Basic

Life in Changing China (Student Text and Teacher's Manual) 1987
The student test is a narrative account of a young girl's trip through various regions of modern China focusing on how the Chinese meet basic needs and the conflict between customs and technology. The photographs, illustrations, charts, maps and varied format adds to the student interest. Recommend purchasing a class set.
The teacher's manual is very comprehensive. It provides background information, suggestions for teaching and learning activities, student masters, overhead transparencies and evaluation.

Recommended

An American Family in China Video
An American family touring China describes life in China. The video consists of two parts entitled Urban China and Rural China.

Contemporary China: A Study of Needs (Prentice Hall Media) 1987
Shows how the Chinese fulfill their needs as well as how the economy has changed and how it resembles Canada's economy.

China Study Print Program (Fitzhenry) 1982
The 24 study prints show different aspects of life in China. Questions to guide discussions are provided for the teacher on the back of the cards.

Supplementary

China: People and Places (GLC/Silver Burdett) 1988
Describes different aspects of the Chinese way of life; the land, agriculture, industry, travel, history and leisure activities.

Chinese Way of Life (Canadian Learning) 1986
The video describes interesting facts about China as well as the way of life. Available from ACESS Network, 1-800-352-8293 (Order Number: VC286401)

Other Resources

For information on the "Asia - Alberta Exchange" and the twinning of provinces and cities, write to:

Asia-Alberta Exchange
Alberta Federal and Intergovernmental Affairs
14th Floor, Seventh Street Plaza, South Tower
10030 - 107 Street
Edmonton, Alberta
T5J 3E4
(403) 427-6543

See Learning Resources, page 42.

SAMPLE UNIT

GRADE 6 TOPIC C: CHINA: A PACIFIC RIM NATION

The following sample unit is one way to approach the teaching of this topic. The mandatory objectives of this topic will be met if the developmental activities are used as suggested. The sample unit is set up as a sequential series of lessons.

The developmental activities can be expanded, modified or substituted by other activities. When substituting activities or developing one's own unit of study, it is important that the activities selected meet the objectives of the topic. Practice and review activities, as well as evaluations must be developed by the teacher as these are not built into the sample unit.

Changes in China are occurring very rapidly. As an on-going project, students should collect information from news articles and news broadcasts. Learning resources used in the classroom should also be current.

PART 1: WHY DO WE STUDY CHINA?

ESTIMATED TIME:	12 (30 minute) periods
RESOURCES:	*Life in Changing China*, pages 2-7 *Nelson Atlas of the World*

KNOWLEDGE OBJECTIVES

Generalization
- Sharing among countries can influence our lifestyle.

Concept
- Sharing
- Pacific Rim

Related Facts and Specifics
- Location of China in relation to Canada and other Pacific Rim nations.
- Some countries that are part of the Pacific Rim.
- Reasons for its growing importance.
- Sharing of goods, language, foods, music, art and ways of doing things influences lifestyle (e.g., acupuncture, fast foods, rock music, television).

SKILL OBJECTIVES

Process Skills

Using an atlas, locate places in Canada and China.
Using the latitude-longitude grid system, locate China on a simple world map and globe.
Read and interpret maps/legends showing physical features and physical regions.
Estimate, then compute distances between places studied.
Compare distances in kilometres to places under study.
Infer relationships from data shown in maps (e.g., between physical regions and occupations).
Study colour, contour and visual relief maps, visualizing the nature of the areas shown.
Use two or more maps to gather information about the same area.
Make a regional map to show a variety of features.

DEVELOPMENTAL ACTIVITIES

- **Gains from the Chinese Culture**—The teacher will challenge the students to discover the significance of a list of objects, all of which we have gained from the Chinese culture. As each item is presented, either physically (if possible), or orally, the teacher will ask the students what the item has in common with the other items.

  Postal System (envelope and stamp)
  Rhubarb
  Magnetic Compass
  Paper
  Examination Paper
  Wheelbarrow
  Coal
  Gunpowder
  Fireworks
  Tea
  Kite
  Silk

- Discuss

  What does this have in common with the other objects?
  From where might this have come?
  Who might have invented this?

  As the teacher approaches the last items on the list it will become more obvious that the items are all from the Chinese culture.

  Discuss with the students the historical importance of China in our technological development.

- **Location and significance of the Pacific Rim**—Make students aware of where China is located using a wall map of the world. Indicate to students that China and Canada are part of an important area of the world: the Pacific Rim.

  Explain that countries that border the Pacific Ocean belong to the Pacific Rim. Historically we've focused on the Atlantic and trade with Europe. Now our trade relations are also centring on countries that border the Pacific Ocean.

  Have individual students come to the world map to locate a Pacific Rim nation. Write the names of the countries on the blackboard as they are found.

Background Information

a) Major trading partners
b) Minor trading ties

MAJOR AND MINOR TRADING TIES

1. ASIA PACIFIC (East Central Asia)	2. SOUTHEAST ASIA	3. OTHER PACIFIC	4. CANADA, UNITED STATES AND LATIN AMERICA (Coastal Pacific)
(a) **China, Hong Kong, Japan, South Korea**	(a) **Indonesia, Malaysia, Philippines, Singapore, Thailand**	(a) **Australia, New Zealand**	(a) **Mexico, United States, Peru**
(b) Macau, North Korea, U.S.S.R. (Pacific), Taiwan	(b) Brunei, Kampuchea, Vietnam	(b) Oceania, Papua New Guinea	(b) Chile, Columbia, Costa Rica, Ecuador, El Salvador, Guatemala, Honduras, Nicaragua, Panama

Ask: Why are these countries becoming more important to Canada? Trade? Politics?

- **Current Affairs**—Start an ongoing current affairs class project on China. See Current Affairs, pages 23–24.

  Alternative ways to incorporate current affairs:

  - New articles can be shared orally with the class.
  - New articles can be accompanied with a follow-up activity developed by the student or the teacher.
  - Related news articles can become part of a learning centre activity.
  - Information can be compiled to make a class scrapbook or posted on the bulletin board.

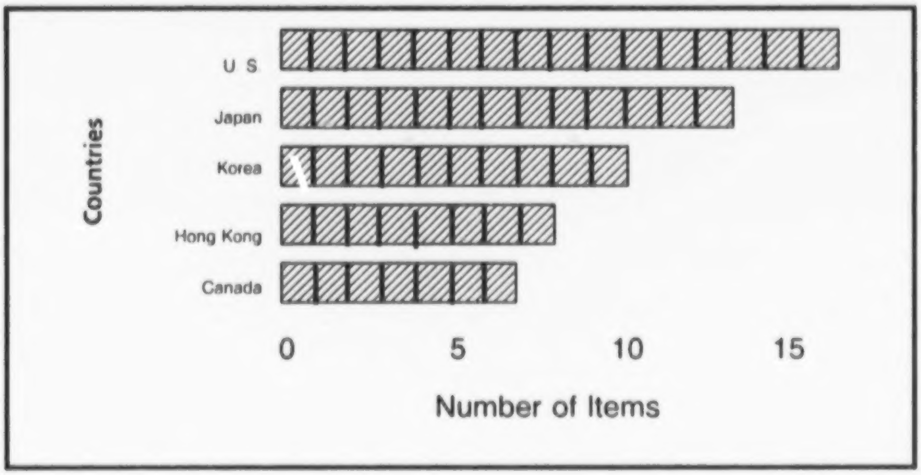
- **Items Made in Pacific Rim Countries**—Have students participate in a scavenger hunt. Allow the students overnight to find the items made in each of the Pacific Rim countries. After sharing the items, discuss:

  How easy was it to find the items?
  Was it easier to find items from any one particular country?
  Can you classify the types of items you found? (e.g., electronics, manufactured goods, toys.)

  Use the class results of the scavenger hunt to make individual graphs. Graph the items brought by the students in one of the following ways. Choose the 10 countries with the most items to graph.

Alternative One:

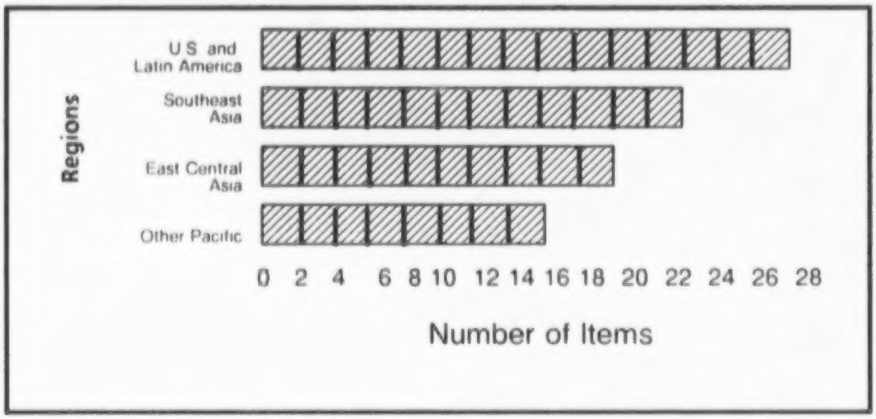
ITEMS MADE IN PACIFIC RIM COUNTRIES



Alternative Two:

Locate the items by geographic regions.

IMPORTS FROM PACIFIC RIM REGIONS



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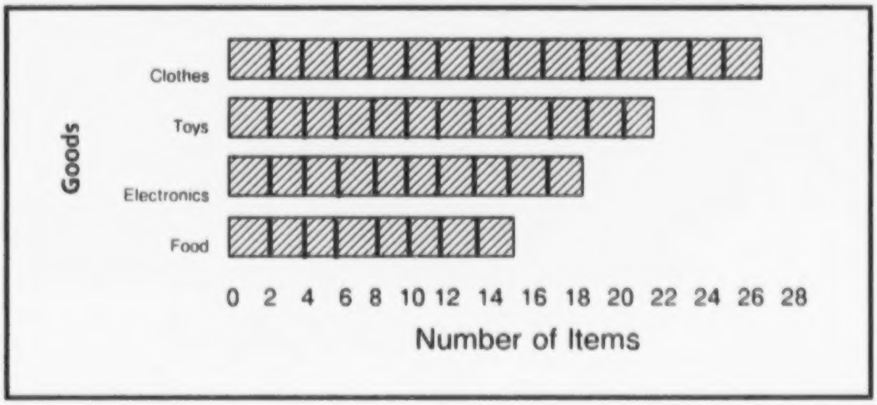
Alternative Three:

Graph items in categories.

ITEMS IMPORTED FROM PACIFIC RIM



- Develop with the students a chart of things that are shared by Canada and China; e.g., goods, language, foods, music, art and ways of doing things.

  Discuss:
  What have we learned from the Chinese?
  What goods do we buy from China?
  What foods have been introduced in Canada by the Chinese?
  What do we have that we could teach the Chinese about?
  What kinds of things might we sell to the Chinese?

HOW DO CANADIANS AND CHINESE SHARE GOODS?

What we have received from the East.	What the East has received from us.
- kite	- oil, gas
- chinese food	- radio
- chopsticks	-
-	-
-	-
-	-
-	-
-	-
-	-

This chart will be developed on an ongoing basis during the study of China so it should be kept on a large piece of chart paper.

- **Becoming Travel Agents**—The study of how the Chinese meet their basic needs will be based on the idea of researching China as a travel agent who might research it for potential tourists and business customers. This will be developed in this part of the unit as well as in Part 2.

  Ask the students, should they desire to visit a foreign country, what kinds of information would they need in order to get there to see the country.

  Examples of questions that may be generated:
    Where is the country?
    Does one need a passport?
    How would one get there?
    Where are the cities located?
    How far is it?
    What time is it there?

  Let the students know that they will be studying China so they can become better travel agents but that they will have to have a passport before they begin studying. After they have learned enough about China, they will receive a China Sticker, and that after every area of study they will receive another sticker. To become certified tourist agents they must receive their Canada Sticker at the end of the unit.

  Develop a passport with the students. It may be patterned after a real passport which could be shown to the students. It must have areas for:

    Identification
    Picture
    China Sticker
    Five Regional Stickers (Beijing, Shanghai, Guilin, Suzhou, Harbin)
    Canada Sticker

  The China Sticker could be made by the teacher and can be as simple as a picture pasted into the passport or students could design their own China Sticker.

- **Location and Size of China**—Discuss with students the importance of knowing about the location and geography of an area to be studied. As a travel agent they will have to be able to tell people about the land and location of the area to be visited.

  Have students find China on a world map in an atlas. Have students note the location of China in relation to the equator, Tropic of Cancer and the International Date Line.

  Compare its location to that of Canada. Discuss in what ways the location of China might affect its climate and the way in which basic needs are met.

- Using an atlas, e.g., *Nelson Atlas of the World*, pages 30–31, explain how the time zones of the world work, including the International Date Line.
  Note: All of China is one time zone.

  Have students determine the time in British Columbia, the time in Ottawa, the time in China if it is 4:00 p.m. in Alberta.

- Using a world map have students compare the size of China in relation to Canada and Alberta. Provide students with photocopied maps of Canada and China drawn to the same scale and compare their sizes by cutting out the countries, placing them on graph paper, outlining the shapes on the graph paper and comparing the number of squares covered by each. An outline of Alberta can be drawn to the same scale on a map of China to show a comparison of size between the two places.

- **Using Scale**—Review with students the concept of scale and how it can be used to determine distances on a map. Have students first estimate and then determine the distance between Edmonton and Calgary, Calgary and Beijing, Ottawa and Beijing.

- **Major Landforms**—Have students refer to a physical map of China that shows landforms.

  Discuss:
    What are the major landforms?
    Where are they located?
    How might the landforms affect the lifestyle of the Chinese?

  Have students make a physical map of China showing the major landforms, rivers and other physical features.

  Have students describe or make a statement about the landforms in China, e.g., China slopes from the high mountains of the west downward to the plains of the east.

- **Using Longitude and Latitude**—Have students find the latitude and longitude of the following:
    Beijing
    Harbin
    Xian
    Guilin
    Mount Everest
    Daquing

- **Population Distribution**—Have students refer to *Nelson Atlas of the World* or to another map of China that shows population distribution.

  Discuss:
    Where do most of the people in China live?
    Why do you think most of the people live in the eastern part of China?

  Have students make a summary statement of population distribution in China. (e.g., most Chinese live in the eastern part of China since the western part is mostly mountains.)

- When students have completed all activities in Part 1, they are eligible to receive their China Sticker.

PART 2: HOW DO TRADITIONS/CUSTOMS AND TECHNOLOGY AFFECT THE LIFESTYLES OF THE CHINESE? (PROBLEM-SOLVING STRATEGY)

ESTIMATED TIME:	24-26 (30 minute) periods
RESOURCES:	*Life in Changing China* *Beijing*, pages 8-35, 126-133 *Shanghai*, pages 37-60, 126-133 *Guilin*, pages 61-84, 126-133 *Suzhou*, pages, 85-103, 126-133 *Harbin*, pages 104-123, 126-133

KNOWLEDGE OBJECTIVES

Generalization

Changes in the way China meets basic needs have been accelerated by communications and technology.

Sharing among countries can influence our lifestyle.

Concepts

Technology

Communication

Related Facts and Content

Physical environment of a country affects the ways people meet their basic needs.

Customs/traditions influence the way people meet their basic needs (e.g., religion, family roles, government).

How communication and technology affected the way needs were met (e.g., agriculture, recreation, education, industry).

Conflict can develop between technological development and maintaining tradition (role of family, role of individual in society).

Sharing of goods, language, foods, music, art and ways of doing things influences lifestyle (e.g., acupuncture, fast foods, rock music, television).

Differences in perspectives exist in the way that basic needs are met in Canada and Chin (e.g., view differences between luxuries and needs).

SKILL OBJECTIVES

Process Skills

Acquire information by reading, listening and viewing.

Select pertinent information from a variety of sources: newspapers, magazines, pamphlets, news media, films.

Compare information on a topic drawn from two or more sources, to recognize agreement or disagreement.

Compare and contrast the way people in Canada and China met their needs.

Analyze how traditions and customs in China influence the way the people meet their basic needs, by identifying and describing the values held.

Analyze the effect of communication and technology on the way the Chinese meet their basic needs.

Communication Skills
- Take notes in point form collected from various sources.
- Collect and organize information on a clearly defined topic, using a simple outline, webbing, etc.
- In a final written product, apply the skills of revising and editing by considering content, organization, vocabulary, sentence structure and mechanics of writing.

Participation Skills
- Contribute to the various functions of group work as recorder, spokesperson, leader.
- Observe the courtesies of group discussion, such as speaking in turn and using appropriate tone.
- Distinguish between work that can be done most effectively by individuals and that which calls for group effort.

Problem-Solving Strategy
- Understand the question problem.
- Develop research questions and procedures.
- Gather, organize and interpret information.
- Develop a conclusion/solution.

ATTITUDE OBJECTIVES

Respect and appreciation for the ways in which people of China satisfy basic needs.
Empathy for the problems faced in meeting one's own needs.

DEVELOPMENTAL ACTIVITIES

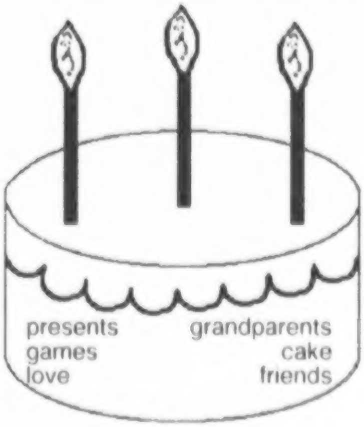
1. Understand the question

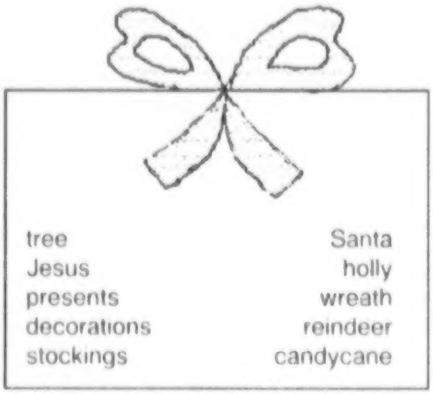
HOW DO TRADITIONS/CUSTOMS AND TECHNOLOGY AFFECT THE LIFESTYLES OF THE CHINESE?

- Develop the concept of traditions/customs. As a whole class, generate a short list of days that we, in our culture, celebrate or observe. The list would probably include:

Birthday
Christmas
Easter
Valentine's Day
Hallowe'en
Remembrance Day
Canada Day

Divide students into small groups and give each group one of the above days. Have them list as many ideas that come to mind as to how we celebrate/observe this day. Words could be written inside an appropriate shape. Examples of this are:

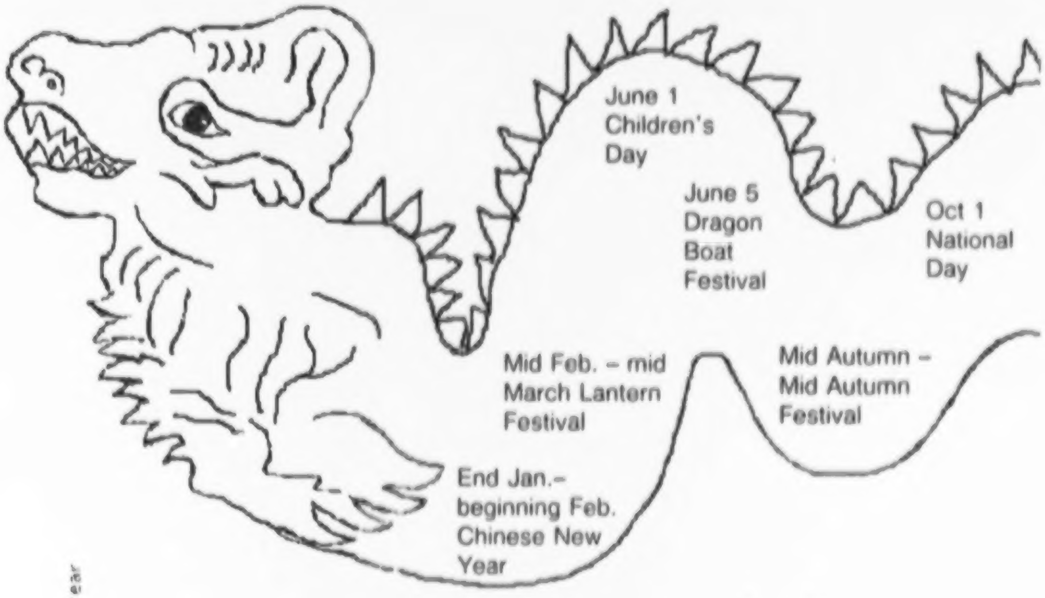




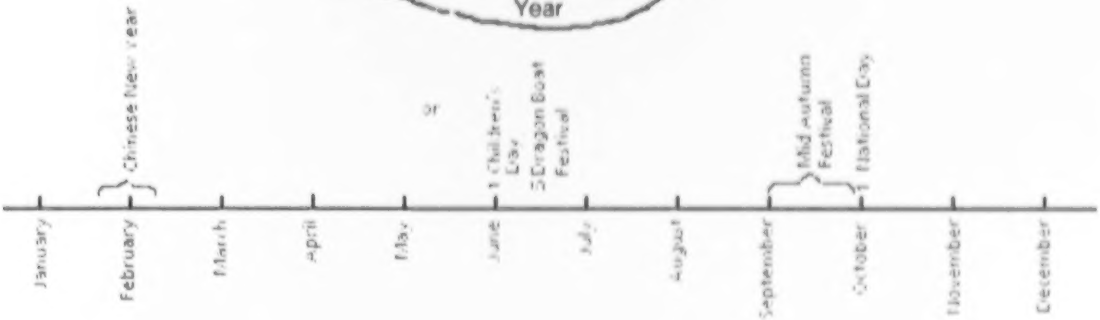
Share group results and then discuss:

Why do we celebrate/observe each of these special days?
What do we call something that is done year after year?
How do these customs/traditions affect our lifestyle? (The way we meet our basic needs.)
What other examples of customs/traditions do we have in Canada?

Turn to pages 56–57 in *Life in Changing China*. Have students draw a simple timeline, recording the dates and name of the festivals that are part of the customs/traditions in China. A straight line could be used, as could any Chinese shape, as illustrated below.


June 1
Children's Day
June 5
Dragon Boat Festival
Oct 1
National Day
Mid Feb. – mid March Lantern Festival
Mid Autumn – Mid Autumn Festival
End Jan.– beginning Feb. Chinese New Year

or


Chinese New Year
1 Children's Day
5 Dragon Boat Festival
Mid Autumn Festival
1 National Day
January
February
March
April
May
June
July
August
September
October
November
December

Discuss:

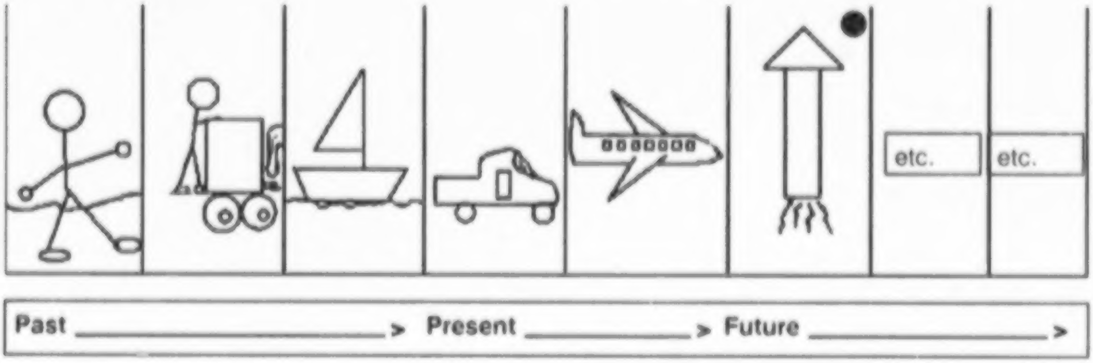
How are China's celebrations similar to ours?
How are they different?
What other Chinese customs/traditions do you know?

- Review the concept of technology (Topic 4A) by using pictures that show how a certain type of work has changed from being done in a manual way to a more mechanized way. An example of this is illustrated on pages 10, 11 and 71 in *Life in Changing China*.

These pictures show transporting goods. Have students tell which order the pictures would appear if they showed movement of goods in a country becoming more and more modern.

Have students choose one of the following activities and make picture filmstrips to show how the activity was done in the past, how it is done in the present and, how it might be done in the future. Students may also choose their own activity and complete this assignment.

Cooking a meal	Defending yourself
Getting from place to place	Getting water
Making clothes	Building a home


etc.
etc.
Past ________________ > Present __________ > Future ______________ >

When the activity is completed, students share their filmstrips and explain how the activity has become more mechanized or scientifically advanced. Introduce the term for this process as technology.

Students could then be given a project to use technology to design a better everyday device. Examples could be to improve such things as chopsticks, back scratcher, bicycle, mouse trap.

2. Develop research questions/procedures

- Review with students that they will now be forming travel agencies, specializing in providing tours to one specific location in China. Have students generate questions that a prospective customer would have about the region of China he/she is planning to visit.
  e.g., What is the climate like?
  How would we get from place to place?
  What kinds of food would we be eating?
  In what kinds of places would we stay?
  What languages would be spoken?
  What kind of health care is there?
  What can we do for fun?
  What kinds of churches/religions are there?

- Explain that they will be expected to find out as much as possible about how the Chinese meet their needs. To help them organize their information they will be expected to:
  Complete a retrieval chart.
  Write a short report.
  Prepare a display.

At this point divide students into five groups and assign each group one of the following locations in China to research: Beijing, Shanghai, Guilin, Suzhou, Harbin. If the class is large, make more groups and assign each region to two groups.

Ask students where they might find the required information. To get a variety of suggestions provide them with idea starters:

Listen to ...
Speak to ...
Read ...
Write ...
Go to ...

e.g.,
- Textbook (*Life in Changing China*)
- Newspapers
- Pamphlets
- Films
- Magazines
- Encyclopedias
- Library Books
- Vertical File/Picture File
- Filmstrips

Ensure students know how to use each of these resources to find information.

NOTE: A variety of resources should be used, especially to locate information on Chinese lifestyle. However, this research project is based on the use of *Life in Changing China* as a basic resource. To find information on how a variety of needs are met in China, students will need to look through the entire book. Region-specific information on some of the needs are found as follows:

Beijing – pp. 8–35, 126–133
Shanghai – pp. 37–60, 126–133
Guilin – pp. 61–84, 126–133
Suzhou – pp. 85–103, 126–133
Harbin – pp. 104–123, 126–133

3. Gather, organize and interpret information

- Provide resources and materials for research. Emphasize that students need to meet in groups, divide the research and display work, but that each student is responsible to complete his/her retrieval chart, class-generated outline and report.

- **Retrieval Chart**—Have students use the retrieval chart on page 365 for recording the information researched. To help students understand how to complete the chart and how environment, customs, traditions, technology and communication can affect the way basic needs are met, complete a sample chart using Alberta as the case study.

Before the research, stress that

- Climate and geography can affect how basic needs are met e.g., rice is grown in southern China because of the rainfall.
- Special customs can affect the types of food people eat and the way they organize their families.
- A change in technology can affect the way of life.
- Conflicts can occur between custom and traditions and new technology.

Sample Retrieval Chart

TRAVEL AGENCY FOR ALBERTA

TYPE OF	EFFECTS ON ......
Climate and Geography Mountains in southwest. Southeast is dry prairie. Central is mostly parkland – prairie. North is mostly forest. Cold winters. Warm summers.	1. Food (eaten/grown) Wheat, beef 2. Clothing Warm clothing in winter. Cool clothing in summer. 3. Homes Must be warm – well insulated, basements. 4. Transportation Automobiles
Customs and Traditions Christmas Calgary Stampede	**Two Basic Needs** **(physical, social, psychological)** 1. Food: turkey, cranberries 2. Cowboy jackets, hats and boots.
Technology and Communication Oil and gas exploration	**Two Basic Needs** **(physical, social, phychological)** 1. employment 2. use cars more because gas is cheaper
Conflict **Technology vs. Tradition** Farms are becoming less family-oriented. Children know more about computers than parents.	**One Basic Need** 1. Families become further apart 2. Generation gap

TRAVEL AGENCY FOR ____________________

TYPE OF . . .	EFFECTS ON . . .
Climate and Geography	1. Food (eaten grown) 2. Clothing 3. Homes 4. Transportation
Customs and Traditions	Two Basic Needs (physical, social, psychological) 1. 2.
Technology and Communication	Two Basic Needs (physical, social, psychological) 1. 2.
Conflict Technology vs. Tradition	One Basic Need 1.

- Report and Outline—Based on the retrieval chart, generate an outline with the class to help them write their report. Two examples of an outline are:

Sample One

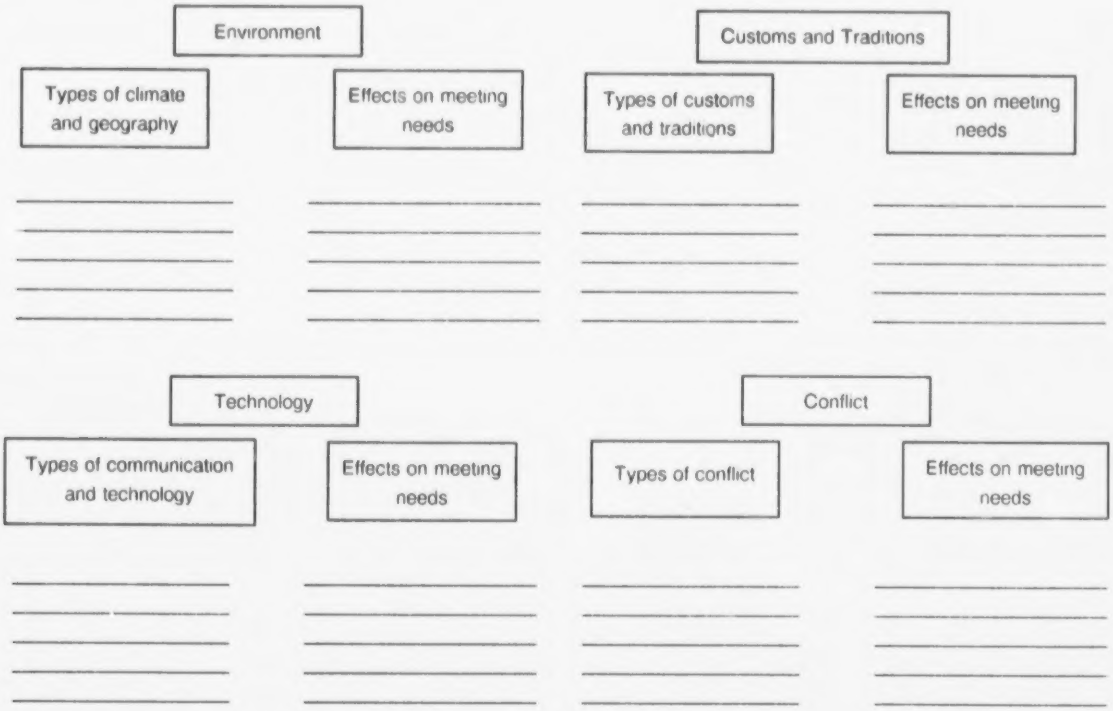
I. Environment
    A. Types of climate and geography
    B. Effects on meeting needs

II. Customs and Traditions
    A. Types of customs and traditions
    B. Effects on meeting needs

III. Technology
    A. Types of communication and technology
    B. Effects on meeting needs

IV. Conflict
    A. Types of conflict
    B. Effects on meeting needs

Sample Two


Environment
Types of climate and geography
Effects on meeting needs
Customs and Traditions
Types of customs and traditions
Effects on meeting needs
Technology
Types of communication and technology
Effects on meeting needs
Conflict
Types of conflict
Effects on meeting needs

After students have given consideration to the organization, content, vocabulary, sentence structure and mechanics of writing, have them hand in a rough draft. Teach a self-correcting strategy like "COPS" to encourage students to proofread their own writing.

Teach the strategy.
C – Are the first words in each sentence capitalized? Are names capitalized?
O – How is the overall apperance?
P – Have I used punctuation?
S – Are the words spelled correctly?
This could be made into a class chart for future reference.

COPS

C – Capitalization
O – Overall Appearance
P – Punctuation
S – Spelling

Hand back the draft copy uncorrected. Have the students try the self-correcting strategy on their own work and then have them hand in a final written product.

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- **Display**—The students could include the following in their display:

  Name of travel agency.
  Map of China showing location, physical features (may use map from earlier mapping activity).
  Map of the world showing flight plan from home community to Chinese location.
  Pictures/diagrams/models, etc., showing how a variety of basic needs are met.
  Captions, brief explanation, title, etc., of pictures, diagrams etc., to help other students complete a retrieval chart on this location.
  Points of particular interest such as the Great Wall of China.
  Graph comparing Alberta's and China's temperatures in selected months.

- **Passport Stamps**—When the groups have completed their charts, reports and displays, they need to design a small sticker or stamp that can be used as a passport stamp for their region of China. They need to produce enough so that each student can earn one. When completed, they award themselves with one for their own passport.

- **Group Presentations**—This may be done in one of two ways:
  - Set up displays. Give each student four more blank retrieval charts. They must then "travel" from one display to another filling in the retrieval charts. As each is completed adequately, they earn a passport sticker or stamp for the location they have just finished.

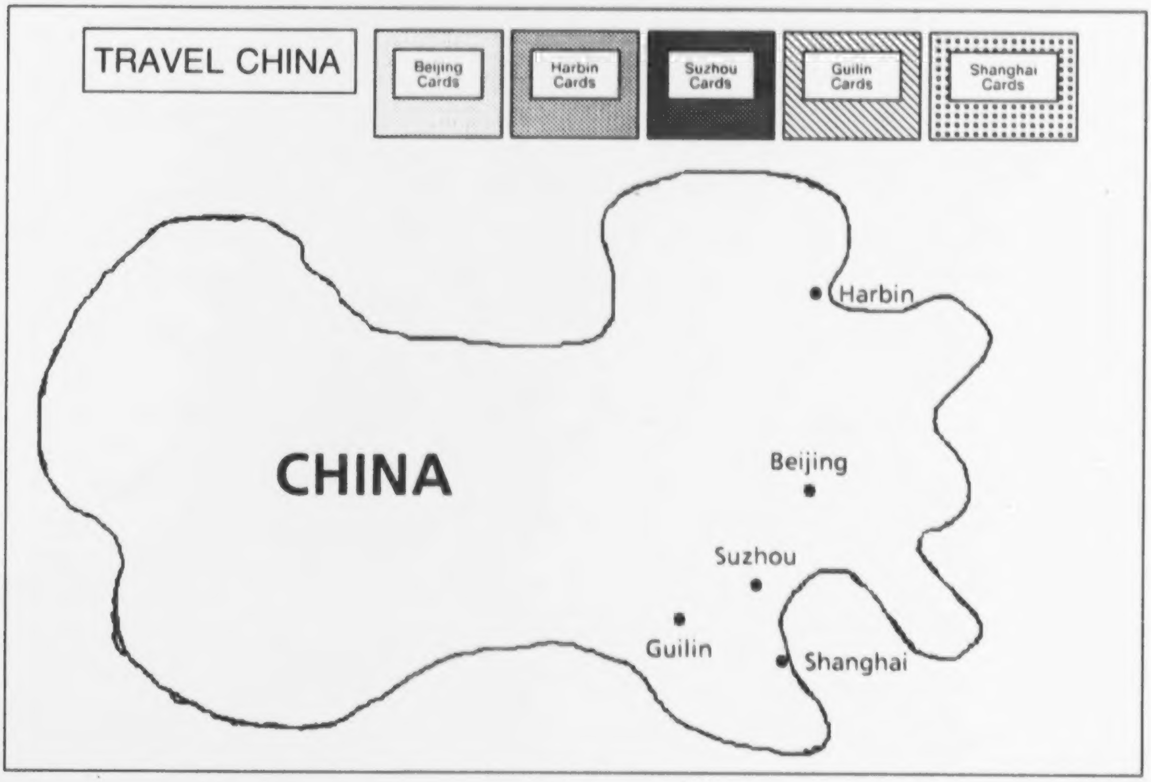
- Groups formally present location to the class and students take notes on blank retrieval charts. Questions can be asked to clarify or gather extra information. Stamps are earned upon completion of each retrieval chart.

- **Game**—Play the "Travel China" game. To prepare the game:

1. Work in a group of four or five (should be travel agency groups).
2. Select a travel agency colour (each travel agency must be a different colour).
3. Make up 10–15 questions on their China location.
4. Write questions and answers on appropriate coloured cards.
5. Make a duplicate set for each of the other groups.
6. Make a large map of China and place the five regions of study in the appropriate location.

To play the game, use the following procedure:

1. Choose a group to play with, approximately four or five per group.
2. Each student chooses/makes a marker and places it on the map location of his/her travel agency.
3. The first player picks up the top card on the pile that corresponds with his/her travel agency. An opponent asks the question and determines whether the answer is correct.
4. If the question is answered correctly, the player moves to another location and keeps the card. This player may keep his/her turn until a question is incorrectly answered.
5. If the question is answered incorrectly the turn is over and the card is placed at the bottom of the appropriate pile.
6. The game is over when one player has earned a card from each location.

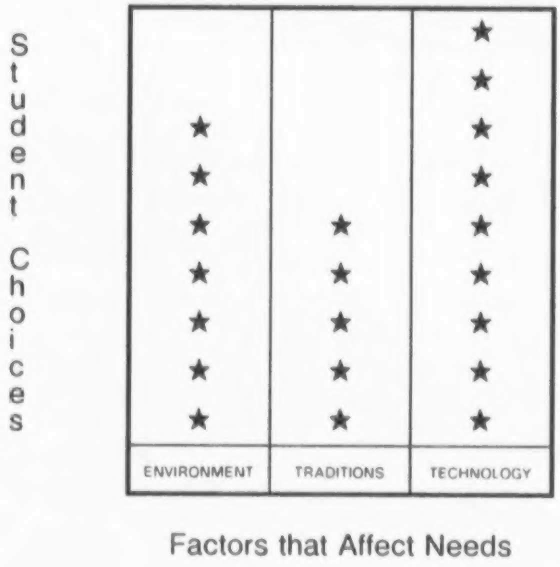


4. Develop a conclusion

- Hold a class discussion to help them understand the effects that: 1) environment (climate and geography); 2) traditions and customs; and 3) technology have on the way the Chinese meet their basic needs. Use retrieval charts as a reference.
  Have students give an example of where a problem or conflict has occurred between becoming more modernized (technological development) and maintaining their traditional way of doing something. Examples are the influx of western ideas on the roles of individual family members and the emigration out of China.

- Complete a class graph in which students must decide whether: 1) environment; 2) tradition; or 3) technology has the most important impact on meeting needs in China today. Use gummed circles, stars, etc., to represent each vote.

MEETING NEEDS IN CHINA



- Have students look through their retrieval charts, reports, etc., to find examples of sharing between western and eastern societies. Add any new items found to their "How Do Canadians and Chinese Share?" chart.

PART 3: SHOULD WE ACCEPT EACH OTHER'S EDUCATION SYSTEM? (DECISION-MAKING STRATEGY)

ESTIMATED TIME: 10 (30 minute) periods

RESOURCES: *Life in Changing China*, pages 64-69

KNOWLEDGE OBJECTIVES

Generalization

Sharing among countries can influence our lifestyle.

Related Facts and Content

Sharing of goods, language, foods, music, art and ways of doing things influences lifestyle (e.g., acupuncture, fast foods, rock music, television).

Differences in perspectives exist in the way that basic needs are met in Canada and China (e.g., view differences between luxuries and needs).

SKILL OBJECTIVES

Process Skills

Use computer programs (where appropriate software and hardware are available):

- to write a paragraph/report
- to simulate situations impractical to reproduce in the classroom

Communication Skills

Write a biography on how a young person in China lives.

Express an opinion, either orally or in writing, using specific examples, about aspects of the Chinese society that might be beneficial for Canadians to adopt or aspects of the Canadian society that might be beneficial for Chinese to adopt.

Participation Skills

Contribute to the various functions of group work as recorder, spokesperson, leader.

Decision-Making Strategy

Understand the issue.

Develop research questions and procedures.

Gather, organize and interpret information.

Think of alternatives.

Make a choice.

ATTITUDE OBJECTIVES

Respect and appreciation for the ways in which people in China satisfy basic needs.

Objectivity by examining one's own ideas about what is a better way of meeting basic needs.

Empathy for the problems faced in meeting one's own needs.

Respect for someone else's opinions and viewpoints.

DEVELOPMENTAL ACTIVITIES

1. Understand the question

SHOULD WE ACCEPT EACH OTHER'S EDUCATION SYSTEM?

- **Develop the concept of change**—To introduce this concept, make a change of some routine, or physical appearance of the classroom, which is generally popular with the class. Have students tell whether they do or do not agree with the change and give reasons why they feel as they do. This should help to show that everyone does not view change in the same way.

- Read pages 64–65 in *Life in Changing China* which deals with the recent changes in the Chinese countryside of moving away from the Commune System and toward the Responsibility System. Have students work in small groups to complete an advantage/disadvantage chart on the change.

CHANGE	
Advantages	Disadvantages

Have groups report back to the class. It is important to point out ideas that some groups listed as advantages that others had listed as disadvantages and vice versa. This re–emphasizes that changes are viewed differently.

- Now read pages 66–67 which cover an interview conducted with two Chinese people who hold differing opinions about a change. Have students form groups of three. One person acts as an interviewer and the other two as the Chinese being interviewed. The people role playing the persons being interviewed can also add ideas of their own.

  Discuss other changes that have occurred in China recently. Students should be able to supply examples learned from their travel agency activity. Discuss pros and cons of these changes.

- **Concept development activity on perspective**—Ask what perspective means and try to elicit words such as viewpoint, point of view, how you look at things, etc. Refer back to the previous activity on the changes in rural life, moving away from communes, and ask what the two perspectives are.

- **Role playing activity**—Have students work in pairs to develop a situation in which one person is happy while the other is unhappy over the same situation. Provide some examples such as:

  - One person loses a twenty dollar bill and somebody else finds it.
  - A boy is happy because he had fun playing football and his mother is upset because his clothes are dirty and his jeans are ripped.

  Students present situations to the class. Each situation is discussed as to the two perspectives shown.

- Have students make a personal "Wish List" of things they would really like to have.

MY WISH LIST

__________ __________
__________ __________
__________ __________
__________ __________
__________ __________
__________ __________

Now read the article "Grandpa's New Bike" (pages 68 and 69 from *Life in Changing China)* and compare his wish list with those of the students.

Discuss:
Why are they so different?
How does this show a difference in perspective?

2. Develop research questions and procedures

- Develop a list of research questions, in large or small groups, that would help them answer the question on changing China's education. Some questions might include:

  What is the education system like in China? in Canada?
  How are two systems similar? Different?
  What advantages would there be in changing the education system?
  What disadvantages would there be in changing the education system?
  What problems might occur if it was changed?

3. Gather, organize and interpret information

- Develop a retrieval chart with the class that would help organize this information. Students can make their own retrieval chart or provide students with a retrieval chart. Have students research the questions and complete the retrieval chart.

EDUCATION SYSTEM IN CHINA		EDUCATION SYSTEM IN CANADA	
Advantages	Disadvantages	Advantages	Disadvantages

4. Think of alternatives/Make a choice

- Discuss:
  What could we change in our educational system?
  How would you feel about changing our system?
  Would all Canadians feel the same way about a particular change?

- Have students write a biography of a Chinese child. This biography could be in story form or in expository form. In the biography, students need to include information on how the Chinese child meets his/her daily needs and how the child feels about changing China's education system. This assignment could be done as follows:

  Part 1—a description of the child, his/her food, clothing, shelter, transportation, family, recreation, etc.
  Part 2—a description of the child's present form of education and how he/she feels about changing it to our system. This opinion should be supported with reasons.

  If appropriate software and hardware are available, have students use a computer program to write their biography.

- Share biographies in large or small groups. Discuss different points of view expressed on the idea of educational change and have students express how they would feel about the issue based on the opinions, advantages and disadvantages presented in the biographies.

PART 4: WHAT CAN WE LEARN FROM THE CHINESE AND WHAT CAN THEY LEARN FROM US?

ESTIMATED TIME: 8 (30 minute) periods

RESOURCES: *Life in Changing China*, pages 120–121

KNOWLEDGE OBJECTIVES

Generalization

Sharing among countries can influence our lifestyle.

Related Facts and Specifics

Sharing of goods, language, foods, music, art and ways of doing things influences lifestyle (e.g., acupuncture, fast foods, rock music, television).

Exchanges of goods and services between China and Alberta (for example, twinning of cities, provinces; sports exchanges; sharing of technology).

SKILL OBJECTIVES

Process Skills

Compare and contrast the way people in Canada and China meet their needs.

Communication Skills

Express an opinion, either orally or in writing, using specific examples about aspects of the Chinese society that might be beneficial for Canadians to adopt.

Participation Skills

Distinguish between work that can be done most effectively by individuals and that which calls for group effort.

ATTITUDE OBJECTIVES

Respect and appreciation for the ways that people in China meet basic needs.

Objectivity by challenging one's own ideas about what is a better way of meeting basic needs.

Empathy for the problems faced in meeting one's own basic needs.

Respect for someone else's opinion or viewpoint.

DEVELOPMENTAL ACTIVITIES

- **Cultural Sharing**—Refer to the chart on "How Do Canadians and Chinese Share?" Ask students to describe the kinds of things the Chinese share with us, and the kinds of things we share with them:

e.g.,	Chinese		Canadians	
	cultural:	food	cultural:	television
		chopsticks		movies
				clothing
	technical:	gunpowder	technical:	gas, oil
	(historical)	paper		manufacturing

Ask students to read pages 120–121 of *Life in Changing China* to find other ways in which Canadians and Chinese share, that could be added to the chart. Discuss the examples provided and the benefits of sharing.

- **Twinning of Alberta Cities and Provinces**—Explain that Alberta has established a special relationship with three Asian provinces:
  - Heilongjiang, China
  - Gangweon, Korea
  - Hokkaido, Japan

Over the years there have been exchanges, visits and other activities – trade, agriculture, the arts, sports, recreation, education, medicine, science and social service.

Teacher Information

[1]Alberta's reasons for developing close ties with three sister provinces in Asia can be summarized as follows:
- We have strong economic, technical, cultural and other interests in Asia and wish to expand these.
- By building familiarity and trust, special relationships establish a useful bridge for cooperation and exchanges between regions with common interests.
- The relationships also help Albertans focus their initiatives by concentrating efforts on one province rather than throughout an entire country.
- The Asian provinces and their respective central governments consider these relationships important.
- Albertans and Asians derive mutual benefit from exchanging views and information.
- Special relationships help develop understanding between people of different regions of the world.

[2]Alberta's special relationship with Heilongjiang has steadily grown stronger since the Protocol of Understanding and Friendship was signed in 1981. Succeeding years have seen an increasing number of visits between people from all walks of life in the two provinces, extending the fields of cooperation and exchange.

Some visits are official missions linked to trade or the exchange of technology. But others are informal, involving entertainers, teachers, students, athletes, artists and others.

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[1] "The Asia–Alberta Exchange, Our Special Relationships with Three Sister Provinces in Asia," Alberta Federal and Intergovernmental Affairs, Government of Alberta.

[2] "The Asia–Alberta Exchange, Our Special Relationship with the Province of Heilongjiang," Alberta Federal and Intergovernmental Affairs, Government of Alberta.

Some examples of the activities that have taken place as a result of the special relationship between the two provinces are:

- Heilongjiang was featured at the Great Trade Show of China in Edmonton in 1984.
- A medical mission consisting of Alberta doctors visited Heilongjiang in March and April of 1985, to explore possible areas of medical cooperation and exchange.
- Mr. Wang Ziho, a renowned Chinese painter, visited Alberta from January to April 1985, to teach special brush painting classes and hold an exhibition of his works.
- Two Heilongjiang table tennis coaches visited Alberta in March 1985 as part of the Alberta-Heilongjiang sports exchange agreement.
- Three Alberta schools were twinned with Heilongjiang schools in early 1985: Spirit River High School with Daqing No. 1 Middle School; Satoo Elementary School, Edmonton, with Gongbin Primary School in Harbin; and McKernan Elementary School, Edmonton with Lixin Primary School in Mudanjiang. Previously, Spruce Grove Composite High School twinned with the Third Middle School in Harbin.
- Lakeland College donated 8000 books to the Northeast Agricultural College in Heilongjiang.
- A 12-member Alberta delegation visited Heilongjiang to examine areas of cooperation in cold weather science and technology.
- A Heilongjiang delegation of eight, led by the vice-president of the Daqing Petroleum Administration, visited Alberta in February 1985 to discuss the use of Alberta oil and gas technology in Daquing.

- Have students find information on the twinning of the province of Alberta and its cities. If information is not readily available for students, provide them with the information.

  Discuss:

  Why were the provinces twinned?
  What exchanges have occurred as a result?
  Why is the Pacific Rim growing in importance?

- **Travel Poster**—Tell students that as one of their last assignments in becoming an official travel agent they must be able to make a travel poster. The poster must make Canadians want to come to China. The theme of the poster is "What Canadians Can Learn from China" and it must contain some examples of the kinds of knowledge that would benefit Canadians. The poster would be from a Chinese point of view. Make sure to have a variety of slogans and colourful pictures. Share posters and discuss the advantages to Canadians that are presented in the posters.

- **Making an Advertisement**—As a final activity, have students in groups of three or four sell the Canadian lifestyle to the Chinese. That is, they will determine aspects of Canadian society that would benefit the Chinese way of life. The project will be an advertisement which could be an audiotaped radio commercial, a videotaped television commercial or a live presentation. The project is done from a Canadian point of view. In their groups, have students discuss what work can be completed most efficiently by individuals and what calls for group effort. Have them divide the tasks accordingly.

  After presentations, discussions could focus on the benefits to the Chinese that were shown in the advertisements.

  Reverse the process and have students determine aspects of the Chinese way of life that might benefit Canadians and prepare a similar advertisement.

- When all activities are successfully completed the students will receive a Canada Sticker for their passports to show that they are certified travel agents.

APPENDIX

Regional Film Centres

ZONE 1

Zone One Regional Film Centre
P.O. Box 988
10020 – 101 Street
Peace River, Alberta
T0X 2X0
Telephone: (403) 624-3187
RITE: 120-0111

ZONE 2/3

Central Alberta Media Services (CAMS)
2017 Brentwood Boulevard
Sherwood Park, Alberta
T8A 0X2
Telephone: (403) 464-5540
467-8896

ZONE 5

South Central Alberta Film Federation
(SCAFF)
Westmount School
Box 90
Wheatland Trail
Strathmore, Alberta
T0J 3H0
Telephone: (403) 934-5028

ZONE 6

Southern Alberta Regional Film Centre (SARFC)
McNally School
P.O. Box 845
Lethbridge, Alberta
T1J 3Z8
Telephone: (403) 320-7807
RITE: 181-0111

ZONE 4

Alberta Central Regional Education Services (ACRES)
County of Lacombe
Bag Service 108
5140 – 49 Street
Lacombe, Alberta
T0C 1S0
Telephone: (403) 782-5730

Urban Film Centres

Learning Resource Service
County of Strathcona
2001 Sherwood Drive
Sherwood Park, Alberta
T8A 3W7
Telephone: (403) 464-8235

Coordinator for Instruction
Red Deer Public School Board
4747 – 53 Street
Red Deer, Alberta
T4N 2E6
Telephone: (403) 343-1405

Instructional Materials
Calgary Separate School Board
6220 Lakeview Drive S.W.
Calgary, Alberta
T3E 6T1
Telephone: (403) 246-6663

Education Media
Calgary Board of Education
3610 – 9 Street S.E.
Calgary, Alberta
T2G 3C5
Telephone: (403) 294-8540

Learning Resources Consultant
Edmonton Public School Board
Centre for Education
One Kingsway
Edmonton, Alberta, T5H 4G9
Telephone: (403) 429-8320

IMC Manager
Medicine Hat School District
601 First Avenue S.W.
Medicine Hat, Alberta
T1A 4Y7
Telephone: (403) 526-1323

Curricular Resources
St. Anthony's Teacher Centre
10425 – 84 Avenue
Edmonton, Alberta
T6E 2H3
Telephone: (403) 439-7356

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